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ABSTRACT

This annotated bibliography lists 135 selected educational materials from Egypt covering the period 1976-1977. The materials are drawn from a variety of Egyptian newspapers, journals, government publications, and university research reports. The entries are organized into 55 categories, including Adolescence; Adult Education; Art Education; Basic Education; Civics; Commercial Schools; Educational Experimentation; Educational Psychology; Higher Education; Illiteracy; Islamic Education; Languages; Mathematics; Moral Education; Physical Education; Programmed Education; Religious Education; Research; Secondary Education; Social Education; Teachers; Textbooks; Universities; and Vocational Training. An author index and a source index conclude the document. (Author/DE)

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SELECTED BIBLIOGRAPHY OF EGYPTIAN EDUCATIONAL MATERIALS

Vol. 3, No. 1, 1977

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Cairo, Egypt

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Cairo

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ADOLESCENCE

1. El-Mahdi, Hoda, "Al-Murahaqah hiya Al-Milad Al-Thani Lil-Fata Aw Al-Fatah", (Adolescence is a Re-birth to the Boy or Girl), "Al-Ahram" newspaper, 103rd year, Issue No. 32928, (February 4, 1977), p. 7.

Having reviewed the attitude of parents towards the adolescent, the writer elaborated on adolescence, describing this stage of life, referring to the age at which it starts and specifying the symptoms and thoughts which are characteristic of an adolescent and which differ from one person to another.

After enumerating the needs of an adolescent during this stage, the writer said that sympathy and kindness are most needed in the adolescent's life. She added that education through open discussion and review of the problems from which an adolescent suffers with a view to finding solutions for them are most necessary.

Concluding her article, the writer said that adolescents need to acquire new experiences in life which would help them overcome their usual obstinacy and repressions.

ADULT EDUCATION

2. "Ta'leem Al-Kibar fi Misr", (Adult Education in A.R.E.), The Presidency, National Specialized Councils, Report by the National Council for Education, Scientific Research and Technology on its Third Session, Cairo, 1977. pp. 70-86.

The National Council for Education, Scientific Research and Technology's Sub-Committee on Illiteracy and Adult Education prepared this study with the aim of depicting the types and patterns of adult education and showing the extent to which they are needed by the society.

After explaining the experience of some countries in mass culture, the study related Egypt's experience, mentioning the role of some educational bodies like the popular university, the university of free culture and the cultural palaces.

A review is also made of adult education programmes against the background of educational planning and international experience.

The study went on to identify adult education and show its philosophy, function and main principles on which this movement is based.

Recommendations adopted by the National Council are listed. They deal with the policy of adult education, bodies entrusted with the education of adults and their programmes, the relation between adult education and the general educational system, methods of adult education, role of universities, institutes and educational bodies, mass media and, lastly, the need for setting up a national body for adult education.

In conclusion, the study pointed to the steps to be taken for training teachers on fighting illiteracy and educating adults. It also mentioned the role which the radio and television should play in treating illiteracy problems.

ARABIC LANGUAGE

Problems of

3. Abdul Meguid, Ibrahim Mohamed, "Man Waraa Inhitat Mustawa Al-Lugah?", (Who is behind the Low Standard of Language?), "Al-Gumhouriyah" newspaper, 24th year, Issue No. 8460, (February 25, 1977), p. 5.

Stating at the outset of his article that university students are poor in Arabic, the writer attempted to trace the causes for this problem, showing how it reflects on those who are interested in poetry and prosody.

Listing a number of solutions for this problem, the writer suggested that prosody be introduced among the courses studied by high level students in the general secondary system, that teachers in faculties of Arabic language give more attention to discussing and evaluating the literary writings of students, that professors in the Arabic Departments of the Faculties of Arts and in the Faculty of Arabic Language write special text books

on grammar and literary writing and that weekly panels be held in universities to discuss grammar and literary writing.

Concluding his article, the writer emphasized the need to learn Arabic on an academic, yet simplified, basis.

ART EDUCATION

4. El-Shal, Mahmoud El-Nabawi, "Min Qadaya Al-Funun Al-Tashkiliyyah Al-Mu'asirah fi Misr Wal-Watan Al-'Arabi", (Contemporary Issues of Plastic Arts in Egypt and the Arab World), "Sahifat Al-Tarbiyah", (Magazine of Education), 29th year, Issue No. 1, (February 1977), pp. 15-22.

Among the issues dealt with in this article are the place of plastic artists in the Arab society, the inadequacy of publicity in the field of plastic arts, the lack of vitality in art criticism and the scarcity of art critics in the Arab World, the impact of foreign currents on local arts and the need for art to occupy a vital position in our life rather than restricting itself to the prison-like museums and exhibitions.

Commenting on education through art, the writer drew a distinction between practical education and theoretical education, pointing to the need for devoting more attention to art education in the institutes and saying that art should figure out in school syllabi and curricula. In this connection, he referred to the attempts which are aimed at treating art education as a supplementary school subject.

Concluding this section of his article, the writer dealt with artistic expression as a hobby inherent in the soul of each individual, saying that educators should endeavour to impress plastic art upon the imagination of youngsters.

BASIC EDUCATION

5. Mehrez, Zeinab, "Al-Ta'leen Al-Asasi", (Basic Education), Documentation Centre for Education, National Council for Educational Research, 1977, 10 mimeographed pages.

After defining the concept of basic education in its traditional and developed meanings, the writer explained why this concept needed to be developed.

Basic education, the writer added, aims at creating good citizens, enabling the individual to utilize his aptitudes and faculties and to adapt himself to life circumstances and enabling the haves to continue their education. It also aims at gaining respect for manual work.

The writer went on to describe the characteristics of basic education in its developed form and enumerate the categories benefitting from basic education in its developed form, mentioning the institutions which may be utilized in pursuing basic education.

After describing the relationship between basic and compulsory education and mentioning the duration, stages and content of basic education, the writer indicated the prerequisites for this same type of education.

CHILD UPBRINGING

6. Abdul Karim, Hamed Mohamed, "Atfal Al-Yaum Rijal Al-Ghadd", (The Children of Today are the Men of Tomorrow), "Sahifat Al-Tarbiyah", (Magazine of Education), 29th year, Issue No. 1, (February 1977), pp. 96-97.

After discussing the child's early upbringing and the impact of the family in this process, the writer explained the role assumed by the school once a child is committed to it after the initial upbringing.

The writer went on to explain the duty of a successful teacher in the upbringing and education of children, then commented on the school-family relationship and how it affects such education.

After stressing the need for a closer relationship between the family and the school, the writer explained the vital need for bringing up new generations who can properly assume their duties in the future.

7. Loza, Heba, "Fann Mu'amalat Al-Abnaa", (The Art of Dealing With Children), "Al-Ahram" newspaper, 103rd year, Issue No. 32970, (March 18, 1977), p. 4.

Beginning her article, the writer cited some popular sayings about children and how to deal with them, saying that we are badly in need of putting these sayings into practice in our present day.

The writer went on to explain that parents do not accept the fact that their children are growing up; adding that parents should observe the following principles in dealing with their children: non-interference into their personal affairs laying emphasis on praise and encouragement and minimizing criticism, treating the son as a grown-up man, abstention from objecting to his personal behaviour, assisting him in overcoming his misfortune rather than blaming him for it and understanding his feelings and dealing with him accordingly.

8. Khedr, Hussein, "'Uyub Al-Nutq Wa-Amrad Al-Kalaa", (Speech Defects and Aphasia), "Al-Rayed" magazine of teachers, 22nd year, Issue No. 1, (March-May 1977), pp. 18-19.

Having stressed the importance of training a child on proper pronunciation, the writer related the factors which lead to speech diseases, difficulties and deviations.

He went on to explain the factors which are instrumental in treating aphasia and speech defects, mentioning in particular care for the child's health, physical education, play, ability of the therapist to gain the child's confidence and training.

In conclusion, he mentioned the steps and methods of treatment which include gymnastics, respiration drills, massage of the vertebrae from the buttocks up to the neck and treating a patient suffering from aphasia or speech defects on an exclusive basis.

9. "Tarbiyat Al-Tifl qabla Al-Marhalah Al-Ibtidaiyyah fi Misr", (Child Upbringing in the Pre-Primary Stage in A.R.E.), The Presidency, National Specialized Councils, Report by the National Council for Education, Scientific Research and Technology in its Third Session, Cairo, 1977, pp. 87-91.

The importance of early childhood is emphasized in this study which described the characteristics of this stage and divided it into two periods: from birth to the age of three and from the age of three to six.

The study explained why modern societies established nurseries to cater for childhood. It described the present condition of early childhood in Egypt, saying that kindergarten schools were abolished in 1953 but some still exist and are privately run.

Recommendations of the National Council on early childhood are related. The State is urged to provide a healthy atmosphere for child care within the family. A legislation for the establishment of nurseries is called for. Mistresses in existing nurseries should be trained under revised plans and curricula. Model nurseries should be established. More care should be directed to children's theatres, books and magazine. Finally, a toy factory should be built for the benefit of children.

CIVICS

10. "Da'wah ila Al-Ihtimam bil-Tarbiyah Al-Qawmiyyah", (A Call for Giving More Attention to Civics), Editorial, "Al-Ahram" newspaper, 103rd year, Issue No. 32944, (February 20, 1977), p. 3.

Having reviewed the various articles of the Resolutions issued by the Supreme Council of Youth and Sports which require all clubs and youth centres in towns and villages to abide by the nationalistic line of the State, the writer discussed the school's role in teaching civics, saying that pupils give civics very little attention.

The writer went on to say that the teaching of civics should receive greater attention, and students should be attracted

to show more interest in this subject, especially when its curriculum is attractively developed.

Other methods devised to gain students' interest to civics include the organization of contests and the use of appropriate educational aids in addition to the text books.

Concluding his editorial, the writer showed how picnics and educational films help in creating a healthy democratic atmosphere in schools.

COMMERCIAL SCHOOLS

Pupils - Evaluation

11. A.R.E., Legislations, Laws, Regulations ... etc.
"Ministerial Resolution No. 36 Dated February 10, 1977 in Connection with the System of Evaluating Pupils in the First Year of the Technical and Commercial Experimental Schools (5-Year System) Designed to Train Commercial Technicians", Cairo, Cabinet of the Minister, Ministry of Education, 1977. 1 page plus 3 tables.

This Resolution consists of three articles and three tables.

Article 1 sets forth the method for evaluating students pursuant to Ministerial Resolution No. 281 of 1976.

Article 2 makes reference to the attached tables regarding the maximum and minimum grades, the time allotted for the examination of each school subject and the distribution of grades.

The third and last article deals with the publication and implementation of the Resolution.

Three tables are appended to the Resolution, the first of which indicates how grades are distributed and fixes the time allotted for the general knowledge tests in the first year of the Technical and Commercial Experimental School (5-Year System) for training commercial technicians.

Table 2 indicates the distribution of grades and the time allotted for vocational drill examinations, while the third

and last table sets forth the distribution of grades and the time allotted for examinations of technical subjects.

COMMITTEES

Constitution of

12. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 45 Dated March 1, 1977 in Connection with the Constitution of Two Committees, one for Islamic Religious Education and the other for Christian Religious Education", Cairo, Cabinet of the Minister, Ministry of Education, 1977. 3 stencil pages.

This Resolution consists of five articles.

Article 1 specifies the functions of each of the two Committees in reviewing the curricula and text books of religious education and the methods of evaluating students of religious education.

The second article lists the names of the members of the Committee on Islamic Religious Education, while Article 3 lists the members of the Christian Religious Committee.

The time set for each Committee to complete its task is mentioned in Article 4, while the fifth and last article deals with the execution and implementation of this Resolution.

COMPULSORY EDUCATION

13. "Madd Marhalat Al-Ilzam Bil-Ta'leem Al-'Aam fi Misr", (Extension of the Compulsory Stage of Education in A.R.E.'S General Educational System), The Presidency, National Specialized Councils, Report by the National Council for Education, Scientific Research and Technology on its Third Session, Cairo, 1977. pp. 92-112.

Following a review of some of the considerations and basic principles which should be provided in compulsory education,

this study reviewed the developments undergone by compulsory education in Egypt ever since it was initiated in 1925 and until free primary education was decreed by the 1952 Revolution.

The study went on to review the opinion calling for extension of the period of compulsory education to keep in line with the progress of science and learning. What is needed, under our present circumstances, is to ensure full absorption of pupils in primary education, the study added. We also need to improve education, provide the financial appropriations for the extension of the compulsory period and make available the necessary teaching staff and school buildings.

In conclusion, the study reviewed a suggestion calling for linking primary and preparatory education together and indicated the requirements involved in the realization of such suggestion.

DEPUTY MINISTERS

Powers of

14. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 11 Dated January 16, 1977 in Connection with the Powers and Responsibilities of the Deputy Minister (for the Sector of Education)", Cairo, Cabinet of the Minister, Ministry of Education, 1977. 5 stencil pages.

The first article of this Resolution, which consists of seven articles, lists the various sectors which the Deputy Minister supervises. Article 2 mentions the powers which the Deputy Minister enjoys on behalf of the Minister.

The third article enumerates the fields of activity presided over by the Deputy Minister on behalf of the Minister.

Article 4 specifies the matters which are channelled through the Deputy Minister to the Minister, while the fifth article lists the sectors where the Deputy Minister exercises the powers entrusted with the Ministry's Senior and other undersecretaries.

While Article 6 enumerates the responsibilities and powers exercised by the Deputy Minister on behalf of the Minister, the seventh and last article deals with the enforcement and implementation of the Resolution.

ECONOMICS OF EDUCATION

15. Radwan, Mohamed Mahmoud, "Al-Ta'leem Wa-Hall huwa Sil'ah?", (Education and whether it is a Commodity?), "Al-Rayed" magazine of teachers, 22nd, Issue No. 1, (March-May 1977), pp. 1-2.

After distinguishing between a policy of education which is linked to the country's economic development plan and a policy which treats education as having investment as its vital objective and which is pursued for realizing an economic yield, the writer criticized advocates of the opinion that education is an investment, saying that education should be linked to the country's development plan and explaining the philosophy of education in this sense.

Concluding his article, the writer analysed the recent move on the part of economists to measure educational proceeds with purely economic measures, stressing the significance of the human element in the educational process.

ECONOMICS OF LEARNING

16. Ammar, Hamed, "Khawater hawla Al-Mardud Al-Ijtima'i Wal-Iqtisadi Li-Mahwu Al-Ummiyyah", (Thoughts on the Economic and Social Return of Literacy Campaigns), "Ta'lim Al-Jamahir", (Mass Education), 4th year, Issue No. 8, (January 1977), pp. 29-35.

In an introduction to his article, the writer mentioned that there is a big gap between developed and developing countries in the field of knowledge and in the tools utilized to discover and attain knowledge.

He went on to show how developing countries are now deeply concerned with the creation of industrial and agricultural

projects at the expense of neglecting the human element, saying that knowledge is vital to man and to economic development.

On the economic and social returns of the campaign against illiteracy, he related the studies undertaken in the United States, Scandinavian countries and the Soviet Union on this matter, giving the reasons for the failure of the present programmes of literacy campaigns and showing how an optimum return from such campaigns could be obtained.

EDUCATION

17. Hussein, Mansour, "Al-Ta'leem Wa-'Alamat Istifham", (Education and a Question Mark), "Sahifat Al-Maktabah", (Library Magazine), Vol. 9, Issue No. 1, (January 1977), pp. 5-10.

In an introduction to his article, the writer indicated the relationship between the development and preparation of human resources and the country's overall economic development, pointing out the characteristic features of our contemporary world as they relate to education.

Dealing with the concept and functions of education, the writer elaborated on traditional education, education from a social and economic point of view and perpetual education. He also dealt with the interrelationships between education and development of human resources.

Concluding his article, the writer posed some questions regarding quality-education and the manner in which it could be achieved, modernization of education and the manner in which the demand of Arab countries on professors and teachers could be met. He called for sharing the expenses of training university professors and teachers of general and technical education between Egypt and the Arab countries saying that the Arabs should share in the costs of educating tens of thousands of Egyptians.

Development of

18. Tadros, Halim Farid, "Al-Dawaa Al-Matlub Li-'Ilaj Al-Ta'leem", (The Cure Required for Treating Education), "Al-Akhbar" newspaper, 25th year, Issue No. 7712, (March 6, 1977), p. 3.

After describing the disturbances which took place on January 18 and 19, 1977, the writer concluded that the existing system of education should be so reformed as to ensure that no such disturbances would ever recur in the future.

The required reform, in the opinion of the writer, should aim at: assigning grades to student conduct and attendance, teaching civics in all schools, adding ethics in theory and in practice as a school subject, considering religion as a vital school subject in all stages and types of education, promoting and expanding physical education, reconsidering the system of admission into universities and revision of the regulations governing promotion to the jobs of school headmasters and principals.

19. Soliman, Abdul Aziz, "Al-Ta'leem fi Misr fi Hajjah ila Thawrah", (Education in Egypt is in Need of a Revolution), "Al-Gumhouriyyah" newspaper, 24th year, Issue No. 8490, (March 27, 1977), p. 5.

Underlining the importance of education in any reform contemplated for the society, the writer explained why he used the term "revolution of education" and why such revolution is wanted.

In the opinion of the writer, Egypt should endeavour to maintain an adequate number of trained skilled labourers, craftsmen, technologists and professionals. Towards achieving this end, the writer called for branching education, following the preparatory stage, into three branches: one for applied technological education, one for crafts and the third for academic education, mentioning the minimum knowledge a student in each branch should acquire.

The writer said that the three branches should have the same number of years. All students in the three branches

should have the same opportunities of higher education and should receive equal salaries and fees upon graduation. This factor, the writer added, is important in inducing each student to join the branch consistent with his own aptitudes.

Concluding his article, the writer said that education in the various Governorates should be diversified, to cater for the specific needs of the local environment. Governorates should enjoy independence in matters of education, the writer added.

20. "Qusur Mabdaei Li-Tatweer Al-Sullam Al-Ta'limi fi Misr", (Initial Inadequacy of the Steps Designed to Develop the Educational Ladder in A.R.E.), The Presidency, National Specialized Councils, Report by the National Council for Education, Scientific Research and Technology on its Third Session, Cairo, 1977, pp. 113-132.

After explaining the meaning on an educational ladder, the study pointed to the passive aspects of the present system of education, mentioning its failure to direct any attention to the pre-primary stage and its reliance on examinations as the only measurement for students' accomplishments and for qualifying students to proceed to a subsequent educational stage.

Reviewing the system of education which was prevalent in Egypt at the beginning of this Century, the study showed its heavy dependence on the kuttabs (primitive classrooms) and Al-Azhar.

It also dealt with the modern system of education which is based on primary schools with tuition fees and secondary schools, showing the characteristics of this educational ladder as well as the ladder introduced by the July 23, 1952 Revolution.

The study then explained the bases for the contemplated ladder, showing the steps of which it consists, the advantages of each step, the relevant conditions of admission and the manner in which the educational system would move from the present state to the proposed one.

At the conclusion of the study, a review was made of the contents of Edgard Fauro's report on general education.

Problems of

21. Al-Ibrashi, Mohamed Talaat, "Nizam Al-Ta'leem Wa-Asbab Al-Azmah Al-Iqtisadiyyah", (The System of Education and the Causes of the Economic Crisis), "Al-Akhbar" newspaper, 25th year, Issue No. 7720, (March 15, 1977), p. 5.

Reviewing the history of education in the Nineteenth and early Twentieth Centuries, the writer showed how imperialism did away with independent thinking and encouraged memorization and indoctrination whether in schools or in the Egyptian University during its initial stage.

The writer went on to review the causes of Egypt's economic crisis, mentioning in particular the inadequate system of education, the widespread illiteracy, the isolation of scientific research and the absence of an overall integrative scientific plan.

Concluding his article, he enumerated the ways in which Egypt's economic path could be rectified, emphasizing the need for an integrative scientific approach to the problems from which Egypt's economy is suffering.

In A.R.E.

22. "Minister of Education's Statement before the People's Assembly", "Al-Ahram" newspaper, 103rd year, Issue No. 32933, (February 9, 1977), p. 6.

The full text of the Minister of Education's statement before the People's Assembly Committee for Education and Scientific Research is published in this number.

In his statement, the Minister expounded on the aims of the 1976/77 educational plan being: to step-up the rate of student absorption in the primary stage to 83%, to expand admission of pupils in the preparatory stage, to limit admission in the general secondary stage and expand

technical education and teacher training colleges, to promote the concept that teaching is a capital investment through linking technical education to the environment, to open industrial schools for training workers on a variety of crafts, to expand education of handicapped children, to stem the tide of illiteracy through the gradual absorption of pupils in the primary stage, to improve the form and content of text books, to allocate budgetary funds for substituting dilapidating school buildings and to complete any school establishments begun but left unfinished.

23. A.R.E., The Presidency, Specialized National Councils, "Report of the National Council for Education, Scientific Research and Technology", Third Session, October 1975 - July 1976, Cairo, 1977. 276 pages.

This document falls into four parts.

Part 1 explains the basic principles and objectives which were taken into consideration by the National Council in the course of its activities and reviews the Council's accomplishments in the first and second sessions.

The second part deals with the topics discussed in the Council's third session being, the extension of the compulsory period of education, the development of secondary schools, the strategy of training technicians through the year 2000, the chart of university education service distribution, the planning of admission policies in university education, post-graduate education in universities, academic text books, the development of examination systems in universities, the use of educational technology in universities, the maximum utilization of teaching bodies potential in universities, the encouragement of scientific research and the coordination and linking of such research to production.

Part 3 sets forth the priorities of topics to be discussed in the fourth session, while the fourth and last part consists of a set of appendices representing studies and memoranda prepared by the Committee on Literacy and Adult Education, the Committee on General Education and Training, the Committee on University and Higher Education, the

Committee on Education and Manpower Planning and the Committee on Azhari Education.

Appended to this document is a list of all members of the National Council for Education, Scientific Research and Technology.

24. Helmi, Mustafa Kamal, "Al-Ta'leem fi Misr; Hadiruh Wa-Mustaqbaluhu", (Education in Egypt; Present and Future), "UNESCO and ARE", 15th year, Issue Nos. 3 and 4, (1977), 43 pages.

Following an introduction on the extent to which communities depend in their development on the human resources available, the writer explained the relation between education and certain features of our age, defining education, describing its functions and showing its characteristics as viewed from a social angle.

The writer further dealt with the economic philosophy of education, perpetual education and the role of education in the building up of human resources.

Reviewing the present conditions of education and the educational plan for the period 1977 through 1981, the writer stressed the importance of developing our education along the requirements of our age. He explained how education could be modernized, dealing in this respect with universality and integration, education and the environment, identity and independence of thought, non-traditional education, dynamics of the educational process and futurism in education.

Enumerating the fields in which the Ministry of Education's development plan would be active, the writer mentioned full absorption of pupils in the primary stage by 1981, expansion of admission into the preparatory stage, elevation of the standard of secondary education, provision of intensive training on a variety of crafts, directing attention to special education (of the handicapped and retarded) and to literacy schools, improvement of text books, maintenance of school buildings and giving teachers more attention.

Following a talk on the steps taken to ensure the independence of universities, the writer elaborated on the policy of admission in universities and the extent of interest shown by the Ministry in the institutes of technical study which require two years beyond the General Secondary Certificate.

Concluding his article, the writer showed the increasing enthusiasm for the outcome of the educational process, indicating the methods employed to produce such results.

EDUCATIONAL BODIES AND ORGANIZATIONS

25. Aref, Mahmoud, "Al-Majlis Al-Qawmi Lil-Shabab Wa-Dawruhu Al-Murtaqab", (The National Council of Youth and its Anticipated Role), "Al-Akhbar" newspaper, 25th year, Issue No. 7709, (March 2, 1977), p. 10.

Pointing at the beginning of his article to the importance of establishing the National Council of Youth and Sports, the writer then enumerated the passive aspects and mistakes attributed to the previous councils and bodies entrusted with the affairs of the youth, saying that youngmen, over and above their need for religious and national education, need to see good examples set before them.

Concluding his article, the writer explained how the new Council should be constituted, stressing the importance of selecting its leaders and saying that young men are anxious to have pioneers and leaders who are well aware of their needs and interests.

EDUCATIONAL EXPERIMENTATION

26. Sherif, Abdul Aziz Radwan, "Mashrou' Al-Tawjih Al-Jima'ei Al-Takamuli; Tajarib Tarbawiyyah", (The Integrative Collective Guidance Plan; Educational Experiments), "Al-Rayed" magazine of teachers, 22nd year, Issue No. 1, (March-April 1977), pp. 41-42.

This article describes a field experiment undertaken by the writer upon his transfer to Al-Mahmudiyyah (Behaira Governorate) as Inspector of Section Four.

Beginning his article, the writer described the conditions which were prevailing in Section Four at the time of his transfer, mentioning the number of schools and teachers supervised by this Section and the then prevailing standard of pupils.

Following a review of the philosophy and objectives of the integrative collective guidance plan initiated during the school year 1974/75, the writer explained the method whereby his plan was put into practice. He started with the headmasters of the schools belonging to this Section and reviewed his plan with them. He then went ahead applying the plan in one school and when the results of this experiment were obtained, application was extended to other schools. Pupils' standard was measured in the latter half of the school year to determine the experiment's extent of success.

The details of the writer's plan were then reviewed, with an indication of the accomplishments realized by virtue of this experiment.

27. Atallah, Sobhi, "Al-Tajreeb Al-Tarbawi", (Educational Experimentation), "Al-Rayed" magazine of teachers, 22nd year, Issue No. 1, (March-May 1977), pp. 37-38 + 46.

Following an explanation of the role of experimentation in promoting and developing the educational process, with special emphasis on the modern trends of education, the writer mentioned the role played by the experimental schools which came into existence in the 1940's in attaining the aims of advanced education.

In this connection, he related some of the experiments undertaken, defining the aims of experimentation and showing how experimentation links the primary school to the teacher training college.

After enumerating the stages and steps of educational experimentation, the fields covered by it and the objectives

it seeks in the various aspects of the educational activity, the writer described how educational aids are designed.

Concluding his article, he reviewed some of the problems encountered by the primary school saying they provide opportunities for numerous experiments.

28. A.R.E., National Council for Educational Research, "Report on the Evaluation of the 8-Class Unified Experimental School in Nasr City", Cairo, 1977. 103 stencil pages.

After indicating the justifications which gave birth to the idea of an 8-class unified experimental school and mentioning the aims sought from this experiment, the document fell into four parts and two appendices.

Part 1 consists of an evaluation of the experiment, an indication of the extent to which a new educational system is needed and a description of the steps taken to put this experiment into practice.

The second part explains the method applied for evaluating this experiment.

Part 3 reviews the reports by the various committees which evaluated the experiment as to syllabi, teaching body and cost per student.

The fourth and last part deals with the future of the experiment, the obstacles to its universal adoption and the proposals conducive to its expansion.

Two appendices are attached to the document, one covering the school's regulations and the second dealing with the substitutes for the instruments used in practical studies.

29. Awad, Awad Tewfik, "Ba'd Al-Tajareb Al-Misriyyah fi Tatbi' Al-Ta'leem Bil-Tabi' Al-'Amali", (Some Egyptian Experiments to Give Education a Practical Character), Cairo, National Centre for Educational Research, 1977, 28 pages.

Following an introduction on the historical precedents in the field of giving Egyptian education a practical character, which date back to the Nineteenth Century, the writer related the experiments conducted by Egypt in more recent years.

The first of these experiments was conducted in the village of Al-Manayal, the second in the schools of the social units in villages, the third in the advanced primary schools and the fourth and last is the experiment of the practical preparatory schools.

After explaining how each of these experiments was initiated and describing their aims, educational characteristics and reasons for their discontinuation, the writer concluded his study with an evaluation of these experiments, then listed the references consulted by him in the course of his research.

EDUCATIONAL PLANNING

30. A.R.E., Ministry of Education, Directorate-General for the Development Plan, "Plan Covering the Academic Year 1977/78 in all Stages and Types of Education and Investment Utilizations in the 1977 Budget", Cairo, 1977. 78 stencil pages.

Following a note defining investment services (Chapter 3 of the Budgets) and the total distribution of Chapter 3 investments in the 1977 Plan, the document reviewed the state of admission in 1976/77 and 1977/78 in the various stages of education.

Similarly, the document reviewed class distribution in the various types and stages of education in 1977/78 (i.e. primary, preparatory, general and technical secondary, men and women teacher training colleges, special education, adult education, one-class system schools and the status of pupils completing their primary education).

The document further reviewed the total number of classes and indicated the costs of new projects contained in Chapter 3, distributed according to Governorates.

The total costs of educational projects in 1977 distributed according to the various stages and types of education are also given. Total costs for construction projects in 1977, distributed according to stages and types of education are, likewise, given.

Lastly, the document reviewed the general plans for 1977 and the total investments contained in Chapter 3.

EDUCATIONAL PSYCHOLOGY

31. El-Shall, Maha Mahmoud El Nabawi, "Al-Shakl Daiman Yatba' Al-Wazifah, Wal-Wazifa Yuhaddiduha 'Adad Al-Hawas Allati Tatanawal haza Al-Shakl", (Shape always Follows the Function and the Function is Determined by the Number of Senses by which this Shape is Perceived), "Sahifat Al-Tarbiyah", (Magazine of Education), 29th year, Issue No. 1, (February 1977), pp. 93-95.

After explaining the relationship existing between a given shape and its function, the writer cited examples designed to prove her concept and showed how pupils are helped to comprehend the practical application of this concept.

Having explained the functions of the senses of sight, touch and smell to prove the close relationship between a given shape and its function, the writer concluded her article showing how these senses interrelate.

EDUCATIONAL STATISTICS

32. A.R.E., Ministry of Education, Directorate-General for Statistics and Computers, "A Statistical Study of Admission in the Various Educational Stages in 1976/77", Cairo, 1977. 13 pages. (Statistical Bulletin, Issue No. 6).

Following an introduction on the Statistical Bulletin's importance to those interested in educational planning, the Bulletin's text is divided into three parts.

Part 1 contains statistics on the status of admission and the number of pupils admitted in first year primary in 1976/77 in proportion to pupils in compulsory education.

Two tables follow; one showing the number of newly-admitted pupils in primary education compared to compulsory pupils, and one showing the rate of pupil absorption in primary education per Educational Directorate and the ratio between admitted boys and girls.

The Bulletin's second part analyses tables which reflect the status of admission in the preparatory stage in 1976/77 followed by two tables. One table indicates the number of newly-admitted pupils in preparatory education and their percentage to pupils in the sixth year primary and pupils passing in the Primary Certificate Examination of 1975/76. The other table indicates the total number of newly-admitted pupils in the general preparatory stage in 1976/77 and their proportion to pupils in the sixth year and pupils succeeding in the Primary Certificate Examination of 1975/76 divided by Educational Directorates.

The third and last part of the Bulletin contains a general review of newly-admitted pupils in the general secondary and equivalent stage in 1976/77 and their proportion to pupils obtaining the Preparatory Certificate in 1975/76. Following an analysis of the statistical tables, three tables are given. Tables 1 and 2 relate to the newly-admitted pupils in the general secondary and equivalent stage in 1976/77 divided by Educational Directorate. The third table reviews the number of newly-admitted pupils in the various types of secondary technical education divided according to Educational Directorates.

Examinations

33. A.R.E., Ministry of Education, Directorate-General for Statistics and Computers, "Cumulative Results of the First and Second Sessions of the Final Examinations in the Various Stages of Education in 1975/76", Cairo, 1977. 12 pages (Statistical Bulletin No. 5).

Following an introduction in which the Statistical Bulletin underlined the importance of examination results as an

educational indicator which guides planners, educators and students of educational research, twelve statistical tables were given.

These statistics deal with the results of final examinations in the second and fourth year primary, the first and second years preparatory, the first and second years secondary (in the literary and scientific branches), the different classes in technical schools (industrial, technical industrial, agricultural and commercial) and the different classes in men and women teacher training colleges.

In A.R.E.

34. A.R.E., National Council for Educational Research, Documentation and Educational Deformation Agency, "Quantitative Development; A Comparative Study Covering 1974/75 and 1975/76 on the Number of Classes and Pupils in the Stages of General and Technical Education and in Men and Women Teacher Training Colleges, the Percentage of Increase and the Ratio between Girls and Total Number of Pupils", Cairo, 1977. 2 stencil pages.

This Bulletin is divided into four parts.

Part 1 deals with the number of classrooms in all types and stages of education (primary, general preparatory, general secondary, technical secondary, men and women teacher training colleges, complementary studies for graduates of industrial schools and local scholarships for graduates of men and women teacher training colleges) in 1974/75 and 1975/76 indicating the difference between both years and the percentage of such difference.

The second part indicates the number of pupils, both boys and girls and their totals in all stages and types of education in 1974/75 and 1975/76.

Part 3 shows the increases in the numbers of boys and girls in 1975/76 over 1974/75 and the percentage of such increases in all stages and types of education.

The fourth and last part is devoted to an indication of the ratio between the number of girls and the total

number of pupils in 1974/75 and 1975/76 in all stages and types of education.

ERADICATION OF ILLITERACY

35. Muharram, Hamed, "Wizarat Mahw Al-Umiyyah", (Ministry of Eradication of Illiteracy), "Al-Gumhouriyyah" newspaper, 24th year, Issue No. 8423, (January 19, 1977), p. 5.

Explaining the reasons why illiteracy was successfully wiped out in some developing countries while the experiment was a failure in Egypt, the writer said that failure is attributable to the red-tape and the traditional approach to this problem, to the fact that the students in literacy centres are not convinced of the advantages of their studies and to the fact that the senior officials of the Ministry of Education and other Ministries and bodies lay hands on the biggest share of the remunerations paid for fighting illiteracy, while the teachers actually engaged in literacy centres receive nothing.

In the writer's own opinion, the proper solution for the problem of illiteracy lies in the establishment of a special Ministry for fighting illiteracy, with branches all over Governorates. To ensure the success of this new Ministry, the writer devised policies and methods deemed conducive to such success.

EXAMINATIONS

36. El-Dib, El-Sayyed, "Ibhathu 'an Hulul Lil-Imtihanat", (Find Solutions for Examinations), "Al-Gumhouriyyah" newspaper, 24th year, Issue No. 8423, (January 19, 1977), p. 5.

Commenting on the shortcomings of examinations as they now stand and their inadequacy as a means for measuring the amount of information accumulated by a student, the writer referred to the attempts made by the National Centre for Educational Research to devise substitutes for examinations which are more reliable in measuring student accomplishment.

Following a review of the method adopted by the Supreme Council of Islamic Affairs in selecting winning candidates in the annual research contests organized by it, the writer said that this method should be carefully studied to explore the possibility of benefitting by it in finding solutions for examination problems.

Concluding his article the writer said that for a pupil to succeed, his grades for the whole year should be taken into consideration, including the grades obtained in the written and oral examinations. In the opinion of the writer, oral examinations should be made universal in order to test the student's capability to assimilate school subjects.

EXPERIMENTAL SCHOOLS

37. Abdul Aziz, Hamdi, "Hal Tanjah Tajrubat Al-Madrasah zat Al-Thamaniyat Sufuf Ka-Muhawalah Lil-Rabt bayna Al-Madrasah Wal-Beeah?", (Will the 8-Class School Succeed as an Attempt to Link School to the Environment?), "Al-Akhbar" newspaper, 25th year, Issue No. 7674, (January 20, 1977), p. 5.

Having introduced this 8-class school, describing its aims and indicating the role of both the Egyptian and German sides in formulating school curricula, the writer showed the extent of interest given by school curricula to practical subjects and languages and the interest shown by the school in the student himself and in helping him to develop.

The writer went on to review the highlights of the school's regulations concerning nutrition and school administration, indicating the extent of care given to the teaching body, whether as to their training before the school year begins or in its course or their training on modern subjects before venturing on teaching them.

In conclusion, a review is made of the problems suffered by teachers and the methods employed to overcome them, with an indication of how this reflects on the performance of their duties.

FACULTIES AND UNIVERSITIES

38. Mahmoud, Hafez, "Ta'ddud Al-Kulliyyat la Al-Jami'at", (Plurality of Faculties rather than Universities), "Al-Gumhuriyah" newspaper, 24th year, Issue No. 8414, (January 10, 1977), p. 5.

Reviewing the statistics released by the National Council of Education which revealed that technical institutes absorbed 52% of the holders of the General Secondary Certificate while universities absorbed 48% of them, the writer pointed to the serious consequences of the growing demand on university education, which demand calls for the establishment of more universities.

In the opinion of the writer, no new universities should be established. Plurality of faculties in one university is a better alternative. Under the principle of plurality, more than one faculty of medicine could be established within Cairo University.

Justifications given for the plurality of faculties include the enhancement of promotion opportunities before members of the teaching body and the provision of academic justice to students.

The writer also mentioned that each faculty could specialize in one branch of study, enabling students to receive a fair distribution in available jobs upon graduation.

39. Sharaf, Ibrahim Abdul Wahhab, "Al-Jami'at Al-Iqlimiyyah ghair Matloubah", (Provincial Universities not Needed), "Al-Gumhuriyah" newspaper, 24th year, Issue No. 8421, (January 17, 1977), p. 5.

Following an introduction on the importance of education in any progress achieved by nations, the writer discussed the phenomenon of establishing provincial universities in the capitals of Governorates.

He went on to say that the establishment of a fully-equipped university involves vast capital outlays, nevertheless, the provincial universities established are suffering from lack of classrooms, laboratories, equipment and teaching staff.

In the opinion of the writer, it would be sufficient at this stage to establish two fully equipped universities in Lower Egypt and two others in Upper Egypt, saving all funds now spent on university buildings. These funds could be spent on providing solutions for other problems which have priority over provincial universities. A list of these problems was given by the writer.

40. El-Sebaei, Labib, "Al-Jami'aat Wa-Mashakiluha fi Raiy Wazir Al-Ta'leem; Qadiyyah Jami'iyyah", (Universities and their Problems in the Opinion of the Minister of Education; University Issue), "Al-Ahram Al-Iqtisadi" magazine, Issue No. 517, (March 1, 1977), pp. 30-31.

Following a review of the problems from which university education in Egypt is suffering, the writer reported the opinion of the Minister of Education on these problems.

On the question of university independence, the Minister enumerated the reasons which called for granting universities their independence, mentioning the principles taken into consideration to ensure their enjoyment of independence.

On the policy of admission in universities, the Minister mentioned the rules observed in drawing up this policy, saying that expansion in technical secondary education has had its bearing on admission in universities.

After giving his opinion on provincial universities, the Minister indicated the method whereby the necessary human and material potential could be provided for them.

The Minister, lastly, discussed technical institutes, giving their number and showing their circumstances and their role in bringing up technicians and also describing the efforts made on the part of the Ministry of Education to provide these institutes with their educational requirements.

41. Diyab, Mohamed Ali, "Al-Jami'aat Al-Iqlimiyyah; Ila ayna?", (Provincial Universities; Where to?), "Al-Gumhouriyyah" newspaper, 24th year, Issue No. 8472, (March 9, 1977), p. 5.

Commenting on the phenomenon of the present rush on opening provincial universities in exceeding numbers far beyond the country's needs, the writer described the function of the National Council of Education, the Ministry of Education and the planning machineries in determining the country's needs in the fields of general and university education with due consideration to the plans laid down in this respect.

Describing the problems which would arise as a result of the establishment of these universities, the writer mentioned the excessive number of graduates far beyond the country's needs and the overburdening of the State Budget with expenses which would, otherwise, have been utilized for better purposes.

Concluding his article, the writer enumerated the difficulties expected to be faced by these universities during their initial period, mentioning in particular the lack of adequate buildings and the shortage in teaching staff.

42. Shalabi, Adeli Tafian, "Al-Ta'leem Al-Jami'i ila ayna?", (University Education; Where to?), "Al-Gumhouriyah" newspaper, 24th year, Issue No. 8486, (March 23, 1977), p. 5.

After emphasizing the importance of planning in university education, the writer mentioned that sponsors of university education in foreign universities give great attention to the formulation of well-studied plans for this type of education.

Pointing out the problems of university education in Egypt, the writer mentioned in particular the lack of possibilities, the shortage in teaching staff and the opening of a large number of provincial universities without any prior planning. These problems, he added, result in a poor standard of graduates.

Reformation of university education to enable it to perform its mission in building up the Egyptian society, requires, in the opinion of the writer, that some faculties become highly specialized and that provincial universities are built pursuant to a well-studied policy.

Aims of

43. Sharaf, Saber, "Al-Jami'aat Wa-Mustaqbal Misr", (Universities and the Future of Egypt), "Al-Gumhouriyah" newspaper, 24th year, Issue No. 8408, (January 4, 1977), p. 5.

In an introduction to his article, the writer described the role of science in overcoming daily problems and showed how science and technological planning had their bearing on Egypt's achievements in the October war.

The phenomenon of isolation between science and the day-to-day problems of the masses in Egypt was discussed by the writer who noted that when promotion of university professors became contingent upon research, all worked enthusiastically on some kind of research which yielded no benefit to the society or the university.

By the same token, he added, students writing their M.A. and Ph.D. dissertations sought no solutions for the society's problems.

Concluding his article, the writer showed how these phenomena could be overcome, saying that Egypt should draw up an academic plan for research and survey designed to study the problems from which Egypt is suffering. Universities should be supplied with the necessary possibilities required for carrying out these studies, he added.

Civics

44. El-Najjar, Emad Abdul Hamid, "Abnaouna la Ya'lamoun", (Our Children do not Know), "Al-Akhbar" newspaper, 25th year, Issue No. 7720, (March 15, 1977), p. 5.

The writer began his article with an account on the dialogue which the President of the Republic had with student representatives of university and higher institutes. In the course of this dialogue, one student called for the re-introduction of detention prisons as a means for oppression and terrorism.

In an attempt to justify the student's belief that detention is the means for solving problems, the writer said that civics as taught in universities are to blame. The curricula of civics have had their bearing on university students, he added.

Concluding his article, the writer explained how the teaching of civics may be improved saying that the curricula should contain subjects like systems and policies of government and principles and advantages of democracy. By so doing, he added, we would realize the aims sought from the teaching of this subject.

Development of

45. "Tashih Al-Nizam Al-Jame'ii; Min ayna Yabdaa?", (Correction of the University System; Wherefrom to Start?), "Al-Ahram Al-Iqtisadi" magazine, Issue No. 515, (February 1, 1977); pp. 28-29.

Reviewing a report submitted by the Supreme Council of Education, Scientific Research and Technology to the President of the Republic on university independence, the writer quoted the definition of independence as given in the report, mentioning the role and responsibilities of universities in drawing up the academic syllabi and programmes and in training their teaching staff pursuant to such independence.

Calling for the creation of a joint council for universities, the report mentioned its functions in realizing the necessary coordination among universities and showed how the proposed council is to be constituted. The report also described the manner in which leadership jobs in universities are assigned.

Lastly, the report underlined the need for consolidating the universities' financial and administrative independence, showing the practical steps to be taken in this respect.

Duties

46. Rushdi, Rashad, "Maasat Al-Jami'at 'Indana annaha laisat Jami'at", (The Tragedy of our Universities Lies in the Fact that they are not Universities), "Al-Akhbar" newspaper, 25th year, Issue No. 7686, (February 3, 1977), p. 5.

In an introduction to his article, the writer stressed the importance of independent thinking to universities, giving his own definition of independent thinking and describing the role of universities in fostering the critical sense.

After explaining why Egyptian universities are handicapped in developing the power of thinking among students, the writer compared university students in the 1930s with students in our present day, saying that in the 1930s, students were more capable of independent thinking and distinction.

Referring to the cultural vacuum in which university students now live, the writer explained the reasons for such a state of affairs saying that professors are to blame for this vacuum. He explained the function of the professor in orientation and discussion.

The writer also mentioned that students are entirely dependent on the text book or notes and lack the spirit of research and reading.

Concluding his article, the writer blamed the State for the cultural vacuum created in universities, saying that the State is responsible for the emergence of political power centres in universities.

47. Rushdi, Rashad, "Ayna Al-Dawr Al-Qiyadi Lil-Jami'ah?", (Where is the University's Leading Role?), "Al-Akhbar" newspaper, 25th year, Issue No. 7692, (February 10, 1977), p. 5.

The writer began his article with a comparison between the High Schools of the 1920s and 1930s and the universities which were established later, explaining the role of each in providing students with knowledge and preparing them for leadership.

According to the writer, university graduates in our present day are not qualified to assume the role of leaders. This is mainly attributable to the fact that the sole function of universities has been reduced to one of producing government employees and civil servants and that university professors dictate their opinion on students, with no allowance for any discussion or give and take.

In the course of his article, the writer distinguished between teaching and learning and between general information and learning. He related his experience with graduates of the Department of Journalism when he was asked to interview some of them applying for a job.

In conclusion, the writer elaborated on the leading role which universities in foreign countries assume.

48. Moussa, Gamaluddin, "La Tazlimou Al-Jami'at", (Do not be Unfair to Universities), "Al-Akhbar" newspapers, 25th year, Issue No. 7702, (February 22, 1977), p. 5.

Commenting on an article published earlier on the university's leading role, the writer expounded on the nationalistic mission of the university and its professors and students showing to what extent they all believe in Egypt, liberal thinking and democracy.

After explaining why certain students were misled by the subversive movements, the writer said that the Youth Organization, which is established outside the university, and the Students' Associations inside universities should put an end to this phenomenon.

Concluding his article, he described the role played by universities in building up the country's edifice of civilization, adding that the present overcrowdedness of students in universities handicaps professors in their attempt to correct any deviations.

Private Tutoring

49. El-Sebaei, Labib, "Hatta la Yakuna Al-Ta'leem Al-Jami'iy Lil-Qadiireen Maliyyan faqat; Qadiyyah Jami'iyyah", (So that University Education may not be Confined to the Financially-Able Only; A University Issue), "Al-Ahram Al-Iqtisadi" magazine, Issue No. 518, (March 15, 1977), pp. 36-37.

Following an introduction on the phenomenon of private tutoring and its bearing on university education in Egypt, the writer reviewed the position taken by university professors with regard to this problem and listed the causes for its widespread, concentrating on the overcrowdedness of students in classrooms and the lack of laboratories and scientific instruments.

The writer discussed this phenomenon in the light of the principle of equal opportunities saying that one of the Presidents of Cairo University attempted to have this phenomenon contained, but his attempt resulted in failure.

He went on to review the opinion of the Secretary-General of the Supreme Council for Universities on public tutoring and the measures warranted to do away with it, quoting, in conclusion, the opinion of the President of Tanta University who held that private tutoring undermines the ethics of university education and defeats the principle of equal opportunities.

Problems of

50. El-Sibaei, Labib, "Al-Jami'aat: Tatwiruha la Yakfil Qadiyyah Jami'iyyah", (Development of Universities is not all adequate! A University Issue), "Al-Ahram Al-Iqtisadi" magazine, Issue No. 513, (January 1, 1977), pp. 46-47.

After pointing to the recent conversation the President of the Republic had with the Minister of Education, the writer said that all machineries of general, university and higher education moved into action to study the present conditions and prospective development of the Egyptian educational system.

Describing the present system of education in the various faculties and how it results in duplicating some scientific departments in more than one faculty, increasing the expenses of university education and creating the need for a large number of teaching staff, laboratories and scientific instruments, the writer said that such system makes it difficult to start any new fields of modern specialized studies in universities.

Following a review of the status of university faculties in France and the views expressed by UNESCO experts who visited Egypt between December 1968 and March 1969, the writer proposed a system whereby unified scientific departments are to be created in Egyptian universities. Each university would contain a specialized department in one branch of knowledge. In this connection, the writer emphasized the need for having all university establishments assembled on the same campus, such as the consolidated laboratories, workshops and central libraries.

Concluding his article, the writer proposed some specialized studies which he thought provincial universities should adopt in order to enable them to serve their respective native communities.

51. Nassar, Abdullah, "Al-Asbab Al-Haqiqiyah Li-Da'f Mustawa Khizriji Al-Jami'at", (The True Reasons for the Weak Standard of University Graduates), "Al-Gumhuriyah" newspaper, 24th year, Issue No. 8413, (January 9, 1977), p. 3.

At the beginning of his article, the writer said that a large number of organizations are complaining from the weak standard of university graduates.

On this problem, he interviewed an Egyptian professor who is living abroad. According to this Egyptian professor, this problem is attributable to the fact that an increasing number of students are admitted in universities, that pre-university curricula is not consistent with the scientific and technological progress and that the only basis for enrolment in universities is the total grades scored by students.

Reviewing suggested solutions for uplifting the standard of university education, he called for splitting education in Egypt into academic and technical, laying down special admission policies for each respective faculty, discontinuing any further expansion in provincial universities and exploring the students' opinion on their professors, which opinion is to be taken into consideration when the professors are due for promotion.

52. Rushdi, Rashad, "Man Al-Masoul 'an Dia' Al-Jami'ah?", (Who is Responsible for the Loss of the University?), "Al-Akhbar" newspaper, 25th year, Issue No. 7688, (February 6, 1977), p. 5.

Declaring that the riots of January 18 and 19, 1977 are characteristic of the state of loss in which university students find themselves, the writer added that the deterioration of universities has been instrumental in bringing about this state of affairs.

Deterioration of universities, according to the writer, is attributable to the role played by the "centres of power" and the purging to which university professors were subjected at the outbreak of the 1952 Revolution, especially professors of the Faculty of Arts, Cairo University.

With the creation of the Ministry of Higher Education, he added, the university was brought under its control, with the net result that university affairs suffered collapse. Examples of such collapse were cited by the writer to substantiate his argument.

Concluding his article, he mentioned that infiltration of well-designed and planned foreign politics into universities has been operative in bringing about the deterioration of universities.

53. Shatlah, Mohamed Abdul Rahman, "Jami'aat Li-Takhreej Al-Umiyyeen", (Universities Sending Illiterates out to Life), "Al-Gumhuriyah" newspaper, 24th year, Issue No. 8455, (February 20, 1977), p. 5.

At the beginning of his article, the writer discussed the practice on the part of the Ministry of Manpower to distribute university graduates over jobs (in the government and the public sector), pointing to the impact of such practice on Egyptian economy.

Commenting on the ever-increasing number of students admitted in universities, the writer showed how this would lower the standard of graduates. Likewise, the establishment of provincial universities despite the shortage in teaching staff and in possibilities, results, in turn, in a lower standard of graduates, he argued.

Concluding his article, the writer called for more attention to be paid to technical and technological education and showed the steps to be taken in this respect. By encouraging students to join this type of education, the State can check the demand on university and higher education and help universities perform their mission in sending out to life well cultured and productive university graduates.

Programmed Education

54. Qelada, Fuad Soliman, "Al-Ta'leem Al-Burnamiji Katariqah Lil-Tadris Bil-Jami'aat", (Programmed Education as a Method for Teaching in Universities), "Sahifat Al-Tarbiyah", (Magazine of Education), 29th year, Issue No. 1, (February 1977), pp. 84-92.

Following an introduction in which the writer mentioned that large numbers of students are entering universities with no corresponding increase in the teaching staff, tools, equipment and laboratories, he mentioned the inter-relationship between the various theories of education and programmed education.

Discussing the research undertaken by him, the writer elaborated on the aim sought by this research and the sample utilized in it, describing the characteristics of this sample. The writer then explained his method of research, his hypothesis and the conclusions obtained from his research, from studying the sample as a whole and from the analysis of variance.

Concluding his research, the writer discussed his results and showed how the teaching method used reflects on enhancing student accomplishment. He also explained why the sample taken from among graduating students proved to be academically superior.

Regulations of

55. El-Sebaei, Labib, "Awwal Lawaih Dirasiyyah Li-Kulliyyat Jami'at Helwan, Hall Yatahaqqaq laha Al-Tatawwur?; Qadiyyah Jami'iyyah", (The First Academic Regulations of the Faculties of Helwan Universities. Will They be Developed?; A University Issue), "Al-Ahram Al-Iqtisadi" magazine, Issue No. 514, (January 15, 1977), pp. 39-40.

The internal regulations of some faculties of Helwan University as approved by the Supreme Council for Universities are reviewed in this article.

The first regulations to be reviewed are those of the Faculty of Petroleum and Mining in Suez which are not substantially different from those of the Faculty of Engineering and Technology in Port Said.

The writer reviewed the various departments of the Faculty, the practical and field training of students in the first, second and third years, the annual examinations and the B.Sc. examinations and the rules governing participation and success in these examinations. He further reviewed the conditions governing post graduate studies and their terms and prerequisites for obtaining M.A. and Ph.D. degrees.

Reviewing the academic regulations of the boys and girls faculties of physical education in Cairo and Alexandria, the writer mentioned the prerequisites for admission into and promotion from one class to another until students obtain their B.A. Regulations governing postgraduate education in these faculties, conditions of admission, duration and procedures for obtaining M.A. and Ph.D. degrees are, likewise, reviewed by the writer.

Students

56. Ibrahim, Adel, "Al-Talabah Wal-Siyasah" (II), (Students and Politics - II), "Al-Ahram" newspaper, 103rd year, Issue No. 32929, (February 5, 1977), p. 7.

Following an introduction of the meetings held by Students' Associations in faculties and higher institutes and the discussions conducted in universities on the nature of the present epoch and the role of students therein, the writer interviewed the President of Tanta University Students' Association who said that universities and cultural and political clubs of Students' Associations should be given more free action, provided the Association would play its proper role in the event any such bodies or political groups departs from the established rules.

The writer further interviewed the President of Zagazig University Students' Association who expounded on the rules governing wall journals posted in universities.

Interviewing the Secretary of the Cultural Committee of Cairo University Faculty of Medicine and the Secretary of the Social Committee of Al-Azhar University Faculty of Medicine, they both pointed to the need for the responsible authorities to respond to students, saying that cultural and political conferences and panels held outside lecture time should be encouraged and religious and social clubs and groups should inculcate the sound principles of a democratic dialogue, making no room for any irresponsible rioting.

57. Abdu, Fayqah, "Al-Talabah Wal-Siyasah" (I), (Students and Politics - I), "Al-Ahram" newspaper, 103rd year, Issue No. 32938, (February 14, 1977), p. 7.

At the outset of her article, the writer reviewed the opinion of the President of Alexandria University on a number of subjects. Having underlined the role of the university as a sacred place for learning, the President pointed to the role of professors in providing a healthy atmosphere for Egyptian youth to receive education and develop their personalities. Emphasizing the need for

universities independence to ensure solution to all their problems, the President upheld the students' right to express their political views freely in their Association.

The writer then interviewed the Dean of the Faculty of Agriculture who emphasized the importance of free discussion and dialogue between students and professors saying that such dialogue would create an atmosphere in which students could express their opinion freely.

A number of other professors in the various faculties were interviewed by the writer, all of whom stressed the need for providing opportunities for students to express their opinion and underlined the role of professors in this respect.

In conclusion, the writer interviewed the former President of Alexandria University who explained the meaning of university independence and supported the right of students to put out wall journals, mentioning the principles to be observed in these journals.

58. Badawi, Gamal, "Al-Tullab Wal-Ahzab", (Students and Political Parties), "Al-Gumhouriyah" newspaper, 24th year, Issue No. 8449, (February 14, 1977), p. 5.

As an introduction to his article, the writer related the role which students played in the national movement at the beginning of the present century, especially during the 1919 Revolution.

He went on to record the history of the students' movement showing how political parties contributed towards its enhancement and prosperity. He indicated that the students' movement was affected when political parties were outlawed following the eruption of the 1952 Revolution. This reflected on the students' attitude towards the State-sponsored Youth Organizations and their non-participation in Egypt's political life during the post-Revolution period.

Concluding his article, the writer emphasized that students should join the political parties and described the attitude of the parties towards this move.

Some suggestions on the political activity of university students were advanced by the writer.

Students - Associations

59. Haggag, Mohamed, "Al-Wa'y Al-Mafqud fil-Ittihadat Al-Tullabiyyah", (The Lost Consciousness in Students' Associations), "Al-Gumhouriyyah" newspaper, 24th year, Issue No. 8490, (March 27, 1977), p. 5.

After underlining the responsibility of Student Associations towards the struggle raging between the various ideological currents in universities and towards the blunders taking place in universities, the writer described the passive stand which the Students' Association adopted as regards university problems, saying that this accounts for the deep gap separating the broad students' base from these Associations.

The writer then suggested that Students' Associations should take active interest in university problems, such as the dormitories, the ideological rifts in universities, the problem of illiteracy and the community's health problems.

Students' Care

60. Mahmoud, Hafez, "Ri'ayat Al-Talabah", (Students' Care), "Al-Gumhouriyyah" newspaper, 24th year, Issue No. 8417, (January 13, 1977), p. 9.

The importance of technology to life and culture is stressed by the writer at the beginning of his article, following which, he emphasized the importance of the task of building up the modern man who would utilize this technology.

The writer also indicated the importance of providing university students with welfare, care and incentives, saying that that would render them more capable of learning and acting properly.

After reviewing the task of the University Welfare Society in this connection, the writer mentioned the fields in which the Society's assistance is needed to enable students to proceed with their studies.

Concluding his article, the writer showed how student care would be instrumental in the building of society and in resuming the task begun by the ancient Egyptians in building man's society. Furthermore, the writer stressed the importance of building up Egyptian civilization, saying that civilization is a gigantic political weapon.

University Education

61. Haggag, Abdul Fattah, "Ba'ad Al-Ittijahat Al-Mu'asirah fi Nuzum Al-Ta'leem Al-Jame'i", (Some Contemporary Trends in University Education), "Sahifat Al-Tarbiyah", (Magazine of Education), 29th year, Issue No. 1, (February 1977), pp. 31-37.

As an introduction to his article, the writer discussed the importance of the university both as a philosophy and as an institution, indicating the traditional objectives of universities in older societies as they compare to their aims in the present age.

In this connection, he concentrated on the training of leaderships, participation in the process of social adjustment, development of skills and enhancement of mental abilities.

The writer went on to explain the substantial factors which influence the formulation of university education and give it its characteristic features.

Here, the writer dealt with the society's ideology, the prevailing administrative system and the adequacy of financing.

Concluding his article, he described the basic characteristics of some systems of university education. In this respect, he reviewed the features of university education in the United States, England, France, the Soviet Union and India.

FAILURE

62. El-Lakani, Farouk Abdul Hamid, "Mushkilat Al-Rusub; Asbabuha Wa-'Ilajuha", (The Problem of Failure; Causes and Remedies), "Sahifat Al-Maktabah", (Library Magazine), Vol. 9, Issue No. 1, (January 1977), pp. 38-43.

As an introduction to his article, the writer reviewed the percentages of succeeding and failing pupils in the two branches of the General Secondary Education examinations in the Governorates of Alexandria, Damanhur, Kafr El-Shaikh, El-Gharbiyah and Matruh.

He then divided his article into two sections: the first section dealt with the causes of failure which the writer subdivided into three parts, some attributable to the pupil himself, some to the family environment and some to the school and educational environment.

Elaborating on the causes attributable to the pupil, the writer mentioned psychological, bodily and mental factors influencing the pupil. He then turned to causes attributable to the school and educational environment.

The second section of the article is devoted to the problem of failure in which remedies were devised both for the pupil's personal problems and for the school and educational environment.

HIGHER EDUCATION

Development of

63. Metawi', Ibrahim Esmat, "Kayfa Yakhdum Al-Ta'leem Mujtama'ana Al-Mutatawwer", (How does Education Serve our Developing Society?), "Al-Gumhuriyah" newspaper, 24th year, Issue No. 8492, (March 29, 1977), p. 5.

After defining the aims of higher education, the writer stressed the need for interaction between the educated individual and his material and social environment. He also stressed the need for combining education in higher institutes with practical work and action, avoiding as much as possible theoretical education.

After setting forth the aims of higher education and indicating the manner in which such education may be realized, the writer emphasized that institutes of higher education should concern themselves with developing their country's natural wealth and improving human relationships among the members of the society.

The writer went on to say that existing organizations and universities should formulate their programmes on the basis of an overall scientific diagnosis of the society's problems. In this connection, he reviewed the economic, cultural, social and health problems from which the society suffers, saying the curricula of higher institutes and bodies should revolve around these problems.

HIGHER INSTITUTES

64. Aref, Mahmoud, "Al-Bi'thaat Al-Dakhiliyyah Tashih Li-Masar Al-Ta'leem Al-Ta'awuni", (Internal Scholarships Help Correct the Path of Cooperative Education), "Al-Akhbar" newspaper, 25th year, Issue No. 7697, (February 16, 1977), p. 12.

After calling at the beginning of his article for the reintroduction of the system of internal scholarships as a prerequisite for admission in the Higher Institute for Administrative Cooperative Studies, being an important step designed to rectify the path of cooperative education, the writer stressed the importance of field experimentation and experience in studying cooperation, showing what is being done by universities in advanced countries.

The writer went on to explain the causes which justified admission of holders of the General Secondary Certificate as full-time students in this Institute, giving, in conclusion, his own views on admission in similar institutes.

65. Aref, Mahmoud, "Wazir Al-Ta'leem Yatahaddath 'an Al-Ma'ahed", (The Minister of Education Talks on Institutes), "Al-Akhbar" newspaper, 25th year, Issue No. 7721, (March 19, 1977), p. 12.

Following an outline of his previous articles on the problems of technical commercial and industrial institutes affiliated to the Sector of Higher Education, the writer reviewed the opinion of the Minister of Education on these problems.

Stressing the importance of integration between the various supervisory levels responsible for the bringing out of technicians and skilled labourers, the Minister explained the steps which the Ministry has taken in this respect saying it is equally important to integrate both the Ministry of Education and the Ministry of Higher Education.

After indicating his views on the means for developing this type of education, the Minister said that the Ministry is in the process of introducing incentives intended to encourage enrolment in these institutes.

Problems of

66. Aref, Mahmoud, "Ama Ana Li-Hazihi Al-Ma'ahed An Tanal Haqqaha?", (Isn't it High Time for these Institutes to Get their Rights?), "Al-Akhbar" newspaper, 25th year, Issue No. 7715, (March 9, 1977), p. 12.

Beginning his article, the writer explained to what extent the country's Economic Plan needs the graduates of the technical commercial and industrial institutes, now numbering 35.

Pointing to the problems from which these institutes suffer, the writer mentioned in particular that there are no laws or regulations which govern their activities, that only theoretical studies are offered by them and that no full-time teachers are assigned to these institutes.

After showing how these problems result in a state of instability, the writer explained how these technical institutes could be so developed as to play their role in improving the community and as to attract students to join them.

ILLITERACY

67. El-Kilani, Mohamed Abdul Jalil, "Al-Ummiyyah Ghul Yuhaddid Al-Ta'addud", (Illiteracy is a Monster which Threatens Progress), "Al-Gumhuriyah" newspaper, 24th year, Issue No. 8413, (January 9, 1977), p. 3.

Following an introduction laden with statistical data to prove that illiteracy in Egypt is on the increase, the writer said that the overlapping functions of the various bodies entrusted with literacy campaigns aggravate the problem.

After reviewing the problems from which the Ministry of Education is suffering, the writer concluded that this Ministry is not adequate to fight illiteracy and called for the creation of a special ministry that would take up the responsibility of wiping out illiteracy.

The proposed Ministry of Literacy Campaigns should, in the opinion of the writer, receive assistance from the various local administrations in the Governorates, the Ministry of Social Affairs and the Ministry of Interior.

Concluding his article, the writer suggested as a temporary solution for the problem of illiteracy, that university students should be mobilized for one year to fight illiteracy in villages, localities and public streets.

ISLAMIC EDUCATION

68. Abboud, Abdul Ghani, "Al-Ta'leem Mada Al-Hayah fil-Islam", (Life-time Education in Islam), "Ta'lim Al-Jamahir", (Mass Education), 4th year, Issue No. 8, (January 1977), pp. 49-60.

Following an introduction on the importance of having life-time education in our contemporary world, the writer drew a distinction between education and upbringing, showing how the word "education" was defined by scholars like John Dewey, Kandel and Margret Mead.

Explaining the meaning of Islamic ideology, the writer said that Islam is interested in man, in reading and

in adult education. In this connection, he related the acts of the Prophet, may God bless him, and the role of the mosque, following the death of the Prophet, in educating the adults. This same role was pursued by Dar Al-Hikmah during the Abbasyid era.

The writer went on to explain how children were taught in kuttabs (primitive schools) during the Islamic era and how adults, in turn, were educated under Islam, describing the agencies created by Islam for educating adults.

69. El-Qadi, Ali Abdul Mawgood, "'Awamil Al-Tarbiyah fil-Islam", (Elements of Education in Islam), "Sahifat Al-Tarbiyah" (Magazine of Education), 29th year, Issue No. 1, (February 1977), pp. 69-74.

Following an introduction on the meaning of education and the interest shown by Islam in the elements of education which lead to the attainment of the ideals it seeks, the writer elaborated on the elements of education. In this connection, he dealt with the family, its definition and role in child upbringing during infancy as contemplated by Islam. He commented on hereditary as viewed by Islam, saying that Islam insists on selecting parents who enjoy the necessary qualifications for creating a healthy atmosphere for child upbringing. Pertinent verses from the Holy Quraan and the Prophet's Tradition were cited by the writer.

The writer went on to discuss the role of the mosque in education saying that it helps in consolidating social relationships and brotherly bonds. After saying that Islam gave rise to schools, he pointed out the school's role in education and the measures in which schools are linked to mosques in this respect.

Concluding his article, the writer explained the role of the Islamic community in education, describing the influence of a good and bad neighbour and citing pertinent sayings from the Prophet's Tradition.

LANGUAGES

Teaching of

70. Zeidan, Mohamed Mustafa, "Saycolojiyyat Al-Lughat Al-Ajnabiyyah", (The Psychology of Foreign Languages), "Al-Rayad" magazine of teachers, 22nd year, Issue No. 1, (March-May 1977), pp. 15-17.

At the beginning of his article, the writer defined language and indicated the aims sought from the teaching of a foreign language.

After explaining the direct and indirect method of teaching and learning a language, the writer explained the function of the language in the teaching process, mentioning how linguistic expressions function in the various teaching situations. Analysing the learning of vocabulary, the writer showed how it enhances the ability of a student to retain and remember his words and develop a good learning of the language. In this connection, he described the role of a foreign language teacher.

Relating the factors which influence linguistic development, the writer mentioned age, public health, sex, intelligence and the environment.

Concluding his article, he elaborated on the teaching of English in the light of the psychological theories and the modern trends in language teaching.

LAWS AND REGULATIONS

See also: 11, 12, 14, 76, 95, 116, 127.

LEISURE TIME

71. Mohamed, Tahani Abdul Salam, "Falsafat Al-Tarbiyah Li-Waqt Al-Faragh aw Al-Tarbiyah Al-Tarwihhiyyah", (Leisure Time Philosophy of Education or the Recreational Education), "Al-Rayad" magazine of teachers, 22nd year, Issue No. 1, (March-May 1977), pp. 28-29.

After indentifying the philosophy of education for leisure time, better known as recreational education, the writer described the tasks of the pioneers in this field and indicated how recreational activities provide individuals with opportunities for creative and emotional expression. The writer then described the characteristics of such creative expression saying that a passive attitude towards the problem of leisure time would minimize any benefit expected therefrom.

The writer went on to describe the role of the teacher of education or pioneer in helping the child to discover his talents and to overcome the feeling of uneasiness, saying that recreationary activities are the best cure for uneasiness and their sure outcome is happiness to the individual.

Students

72. El-Garhi, Mahgoub, "Hatta Naqdi 'ala Mashkilat Al-Faragh fi Jami'aatina Al-Misriyyah", (In Order to Do Away with the Problem of Leisure in our Egyptian Universities), "Al-Ahram" newspaper, 103rd year, Issue No. 32959, (March 7, 1977), p. 9.

Following a review of the various features of leisure time characteristic of university students' life, the writer stated that these students are uninformed about the true conditions of their country.

Explaining the manner in which the students' problem of leisure time may be overcome, the writer suggested that more attention should be given to keeping attendance, to religious teaching, to delivery of political lectures and to caring for the students' health and social aspects.

Concluding his article, the writer stressed the need for teaching religion, politics and military and physical education in addition to the normal subjects in order to minimize the leisure time spent by students.

MATHEMATICS

Teaching of

73. Mohamed, Fawzi Tajuddin, "Tadrees Al-Riyadah Al-Hadithah Laisha Mushkilah", (The Teaching of Modern Mathematics is No Problem), "Al-Gumhouriyyah" newspaper, 24th year, Issue No. 8410, (March 27, 1977), p. 5.

Beginning his article, the writer related how modern mathematics was first introduced in Egyptian schools and how the press and the parents declared a far-reaching revolution against this new subject.

In the opinion of the writer, this revolution is attributable to the academic inefficiency of some teachers of modern mathematics, the numerous errors contained in the auxiliary text books and the widespread phenomenon of private tutoring in modern mathematics.

Concluding his article, the writer suggested devices for raising the standard of modern mathematics teaching, particularly, raising the academic qualification of teachers, providing the necessary reference books, revising the existing text books, re-considering the auxiliary books and creating interesting activity which would accompany the teaching of this subject.

Reduction of the number of periods of modern mathematics would help teachers devote more time for reading up-to-date books on this subject, he said.

MODERN MATHEMATICS

Teaching of

74. Khedr, Nazlah Hassan Ahmed, "Dawr Al-Tariqah Al-Badihiyyah fil-Riyadiyyat Al-Hadithah Wal-Ahdath Wal-Tadwin Al-Tarbawi Laha", (The Role of the Intuitive Method in Modern and Ultra-Modern Mathematics and its Educational Implications), "Sahifat Al-Tarbiyah" (Magazine of Education), 29th year, Issue No. 1, (February 1977), pp. 56-68.

Following a review of the lessons derived from studying the history of mathematics, the writer explained the meaning of the intuitive method and described the constituents of a mathematical structure.

Explaining the mathematical structures which may be built through the application of the intuitive method, the writer mentioned the digital systems, algebraical structures, geometric system, structures with multiple equivalents, cross-road structures and item structures.

After discussing the intuitive method used in the teaching of modern mathematics in schools, the writer gave his own criticism of this method, showing its shortcomings as revealed from teaching.

Concluding her article, the writer advanced some suggestions in connection with the teaching of this method.

MORAL EDUCATION

75. Radwan, Mohamed Mahmoud, "Madarisuna Wal-Qiyam Al-Khuluqiyyah", (Our Schools and Moral Values), "Al-Ahram" newspaper, 103rd year, Issue No. 32921, (January 28, 1977), p. 11.

Following a review of the factors which influence moral development, the writer pointed to the role of the school in this respect, stressing the importance of drawing up an integrated plan for religious and moral education to be adopted by the State.

After enumerating the reasons for the school's failure in performing its duty in moral development, the writer observed that the difficult standard of language used in some religious books hampers comprehension on the part of pupils.

The writer went on to describe the characteristics required in teachers of religion and concluded his article with suggestions aimed at helping religious education in schools to inculcate moral values in pupils.

PERSONNEL

Loaning of

76. A.R.E., Legislations, Laws and Regulations, "Ministerial Resolution No. 12 Dated January 16, 1977 in Connection with the Conditions Governing Loaning to Foreign Countries", Cairo, Cabinet of the Minister, Ministry of Education, 1977. 9 pages in stencil + supplements.

This Resolution consists of fifteen articles and a number of supplements.

Article 1 defines foreign loaning, whose term is fixed in Article 2.

Conditions governing application for loaning are set forth in Articles 3 and 4, while Article 5 determines the priorities on the basis of which candidates for loaning are selected.

The sixth article sets forth the requirements to be fulfilled for complementing a partial loaning, while Article 7 prescribes the rules governing nomination of candidates for loaning.

Article 8 explains the executive measures for applying for loaning while the ninth article specifies the dates on which the competent Undersecretary of State prepares the timetable of the loaning movement.

Article 10 stipulates the measures to be taken to review the annual reports written about candidates for loaning, while the eleventh article listed the cases in which a candidate for loaning may be deprived of such loaning.

The necessary measures to be taken by the various Directorates of Education are set forth in Article 12 while, in Article 13, the rules governing loaning on the basis of private agreements are prescribed.

By virtue of Article 14, Ministerial Resolution No. 20/1976, as amended and complemented, is repealed.

The fifteenth and last article is concerned with the implementation and enforcement of the Resolution.

Supplements appended to the Resolution include copy of the Application Form for Loaning, Application Card for Loaning to an Arab country, Application Card for Loaning to an African country and the Foreign Loaning Timetable for the school year 1977/78.

Statistics on

77. A.R.E., Ministry of Education, Directorate-General of Statistics and Computers, "Statistical Bulletin on Teaching Bodies and other Employees in Technical Secondary Education and Men and Women Teacher Training Colleges as at November 15, 1976", Cairo, 1977, 37 stencil pages.

Following an introduction on the importance of a teacher and his role in the educational process, the Bulletin also indicated the importance of the facts contained therein to educators, planners and men of research.

Twenty-three statistical tables follow containing cumulative statistics on technical secondary education and men and women teacher training colleges in Egypt and on the number of headmasters, deputy headmasters, members of the teaching bodies and other personnel employed in industrial, agricultural, commercial and technical (the latter following a 5-year system) secondary schools and men and women teacher training colleges.

Statistics also show the distribution of senior and other teachers per subject, academic qualification and level of efficiency in industrial, agricultural, commercial and 5-year technical schools and men and women teacher training colleges.

Furthermore, the Bulletin contains a commentary on the average number of teachers per class in technical secondary education and men and women teacher training colleges in 1976/77, in technical secondary education (industrial, 5-year technical, agricultural and commercial) and in men and women teacher training colleges.

Training of

78. A.R.E., Ministry of Education, Directorate-General for Training, "Khuttat Al-Baramij Al-Tadribiyyah Li-'Aam 1977", (Projected Training Programmes for the Year 1977), Cairo, 1977, 24 stencil pages.

As an introduction to this Document, the Directorate identified the training process and described its efforts in surveying training needs from all sources, studying, analyzing, coordinating and formulating them into an overall integrative plan.

Following an explanation of the new trends incorporated in the 1977 Training Plan, the document stressed the need for directing more attention to training programmes designed to produce leaders and called for a wide diversification of training methods. It also underlined the need for laying down a policy whereby all training programmes may be followed up and assessed.

For the furtherance of training programmes, the document advocated participation by the Centre for Developing English Language Training at 'Ain Shams University and the Arab League ALESCO in the implementation of some programmes and the carrying out of other programmes requested by certain Arab countries.

After listing prospects for developing the educational process, the document ended with a set of tables on the projected training programme for 1977. Each table indicates the title of the programme, the objectives sought from the implementation of each programme, the conditions to be fulfilled by students, the number of students enrolled in these programmes and the time and place of each programme.

PHILOSOPHY OF EDUCATION

79. El-Gayyar, Sayyed Ibrahim, "Mustaqbal Al-Tarbiyah fi 'Aalam Mutaghayyer", (Future of Education in a Changing World), "Sahifat Al-Tarbiyah", (Magazine of Education), 29th year, Issue No. 1, (February 1977), pp. 23-30.

After reviewing some features of the changing society and mentioning the educational requirements for meeting such a change, the writer explained the attitude of Egyptian educational institutions towards such change. In this connection, he said that the family's role in the social upbringing of children in a primitive and tribal society has been rendered difficult in modern societies.

The writer went on to discuss the educational requirements of the industrialization age and the impact of world war II and the new industrial revolution on the emergence of a new educational revolution, showing the vital objectives of education under such revolution.

Ending his article, the writer attempted to draw the features of an educational strategy for the future. In this connection, he discussed the practical way of codifying development and modernization to fit in the very structure of education, discussing as well future academic curricula, skills and interests.

PHYSICAL EDUCATION

80. Awad, Abbas Mahmoud, "Dirasah Muqaranah Lil-Ittijahat Al-'Udwaniyyah lada Majmu'ah min Al-Tullab Al-Mumariseen Lil-Al'aab Al-Riyadiyyah Wa-Ghair Al-Mumariseen laha", (A Comparative Study of the Aggressive Trends among a Group of Students Exercising Sports and others not Exercising Sports), "Sahifat Al-Tarbiyah", (Magazine of Education), 29th year, Issue No. 1, (February 1977), pp. 75-83.

Following a definition of aggression and a description of its causes and a definition of sports activities and an indication of their relation to aggression, the writer proceeded to his topic, mentioning its aims, assumptions, plans and procedures.

In this connection, he described his tools (dexterity test and academic achievement), his sample, the method whereby responses on dexterity are determined and the use of statistics in attaining the required results.

The writer went on to describe the characteristics of his sample as to educational level and age, then reviewed the results of dexterity tests as obtained from athletic and non-athletic boys and girls as well as the results concerning academic achievement.

The results obtained by the writer from his research on dexterity tests and academic achievements were discussed at the end of his article.

PREPARATORY SCHOOLS

Educational Statistics

81. A.R.E., Ministry of Education, Directorate-General for Statistics and Computers, "Stationary Statistics on Preparatory Education's Sections, Schools, Classrooms and Pupils as at November 15, 1976", Cairo, 1977. 20 stencil pages.

In its introduction, the document pointed to the extent of responsibility assumed by the statistical agencies in providing planning machineries with the required data. It also pointed to the importance of this document to planners and men of research.

Twelve statistical tables are contained in this document.

The first table shows comparative statistics between the preparatory education in 1975/76 and in 1976/77.

Tables follow giving cumulative statistics on general preparatory education in Egypt and general preparatory education (including all affiliations) in all Educational Directorates.

Seven statistical tables follow containing statistics on preparatory education in Educational Directorates divided by affiliations (i.e. governmental, free private, free governmental and private, non-subsidized, service classes, foreign language schools following the Egyptian curriculum and paid private schools) and statistics on the special

educational schools of the preparatory education per Educational Directorate and on the Armed Forces Liberation Schools and ballet and music schools.

Educational Statistics - Personnel

82. A.R.E., Ministry of Education, Directorate-General for Statistics and Computers, "Stationary Statistics on Principals, Headmasters, Deputy Headmasters, Teachers and Personnel Employed in General Preparatory Education in 1976/77 as at November 15, 1976", Cairo, 1977. 17 stencil pages.

As an introduction to the Bulletin, an outline of the material contained therein is given in addition to a comparative study between the number of classrooms, teachers and employees in 1975/1976 and their corresponding figures in 1976/77.

Twelve statistical tables follow containing cumulative statistics on the teaching bodies, other personnel and employees engaged in the general preparatory education in Egypt in 1976/77, on the teaching bodies, personnel and employees in all affiliations of the preparatory education and on senior and other teachers in all affiliations of preparatory education according to subject and academic qualifications.

Further statistics are given on the other personnel (excluding teachers and employees) working in preparatory education and on the technical and service employees engaged in all affiliations of general preparatory education.

PRIMARY SCHOOLS (EDUCATION)

Dropouts

83. A.R.E., El-Sharqiyyah Governorate, Directorate of Education, "Al-Tasarrub Zahirah Ibtuliat biha Al-Marhalah Al-Ibtidaiyyah", (The Primary Stage is Ravaged by the Phenomenon of Dropouts), Zagazig, 1977. 2 stencil pages.

Following a definition of dropouts, the document enumerated the social and economic factors which gave rise to this phenomenon, adding that the conditions prevailing in some primary schools encourage pupils to desert education.

The document then reviewed the manner in which this phenomenon may be overcome, mentioning among the secondary factors which induce pupils to dropout the fact that primary school curricula have no bearing on the pupil's environment and are not given in a simplified and attractive manner appealing to pupils.

84. Sadek, Mohamed El-Husseini Abdul Halim, "Al-Isti'aab Wal-Tasarrub Bil-Marhalah Al-Ibtidaiyyah", (Absorption of Pupils and Dropouts in the Primary Stage), Cairo, National Council for Education, Scientific Research and Technology, 1977, 13 stencil pages.

This document falls into two parts.

Part 1 deals with absorption of pupils in schools. It defines absorption and states the manner in which full absorption of pupils in schools may be realized. Three stages are mentioned in this respect: the stage of finding out the number and classifications of pupils under compulsory age, the stage of admission and absorption and the stage of regular attendance.

The second part is concerned with dropouts. It defines the problem and shows the harmful proportions and consequences of it. It indicates the factors influencing dropouts saying that this problem could either be left to perpetuate or dealt with through compulsory measures.

The writer ends this part of his document showing how the problem of dropouts could be contained and evolved to serve the interest of the individual and the society.

In this respect, he defined the role of the society, the school, the teacher, the pupil and the family.

Concluding his subject, the writer emphasized the importance of primary education in preparing the wide popular base

of the society and in laying the foundations of social justice and asserting the principle of equal opportunities.

He called for appropriating the necessary funds for expanding primary education and helping the primary school to become a healthy environment attracting pupils to it, thus putting an end to problem of dropouts.

85. El-Sharqawi, Anwar Mohamed, "Al-Tasarrub Wal-'Ajz fil-Isti'aab fil-Madrasah Al-Ibtidaiyyah", (Dropouts and Inadequacy of the Primary School to Absorb Pupils), by Anwar Mohamed El-Sharqawi, Bedewi Ibrahim 'Allam and Ahmed Rashed, Cairo, General Education and Training Committee, National Council for Education, Scientific Research and Technology, 1977, 22 stencil pages.

Having explained the purpose of their study, the authors wrote an introduction in which they indicated the importance of the primary school and showed how the phenomenon of dropouts relates to the problems from which primary schools are suffering. This point requires further consideration.

Subsequently researchers divided the text of the study into two parts.

Part 1 deals with the problem of dropouts. It defines the problem, describes its features, various proportions and volume and discerns the relation between dropouts and waste in educational expenses.

The writers then studied some of the variables having bearing on the problem. In this connection, they studied the relation between school nutrition and academic accomplishment and reviewed the problem of dropouts in the primary stage.

Part 2 deals with the inadequacy of schools to absorb all pupils. Following a definition of the problem of absorption, the authors studied the system of admission as it relates to absorption. In this connection, the authors dealt with the stage of counting the number of pupils under compulsory age and classifying them, the stage of admission and absorption and the stage of regular attendance in school.

This section ends with a review of some earlier studies dealing with the same subject being: a field study on the status of compulsory education undertaken by the Ministry of Education's Department of Technical Research and Projects in 1957 and the papers submitted to the Pan-Arab Conference on Free Compulsory Education held in Alexandria in December 1954 and January 1955 and the Conference on the Development of Primary Education held in Alexandria in August 1963.

A list of the bibliographical references consulted by the authors is given at the end of this study.

86. "Ijtima' Lajnat Dirasat Al-'Ajz fil-Isti'aaab Wa-Zahirat Al-Tasarrub fil-Madrasah Al-Ibtidaiyyah", (Meeting of the Committee Entrusted with Studying the Problem of Inadequacy of Schools to Absorb Pupils and the Phenomenon of Dropouts in Primary Schools), First Session, Cairo, January 27, 1977, "Minutes and Recommendations of the Session", Cairo, the National Council for Education, Scientific Research and Technology, 1977. 3 stencil pages!

After giving the names of those attending the session and those apologizing, the document reported the statement made by the Committee's Rapporteur on the functions of the Committee and the impact of the problem of dropouts on the Budget of Education and on the society as a whole.

Following a review of the points put for discussion at the meeting, including the inadequacy of schools to absorb pupils, the problem of dropouts in the primary stage, the Committee's working plan and the steps taken to conduct a field survey on the problem of dropouts, the document listed the recommendations adopted at the meeting.

Among these recommendations are the preparation of a working paper on the problem based on studies, research, articles and conferences dealing with the problem and the preparation of a field working paper on the problem showing its origin, elements, causes, suggested field remedies and the method whereby such remedies may be applied.

87. "Ijtima' Lajnat Dirasat Al-'Ajz fil-Isti'aab Wa-Zahirat Al-Tasarrub fil-Madrasah Al-Ibtidaiyyah", (Meeting of the Committee Entrusted with Studying the Problem of Inadequacy of Schools to Absorb Pupils and the Phenomenon of Dropouts in Primary Schools), Second Session, Cairo, February 9, 1977. "Minutes and Recommendations of the Session", Cairo, National Council for Education, Scientific Research and Technology, 1977. 2 stencil pages.

After mentioning the names of those who attended the session, the minutes reported the points discussed in the meeting, stressing the fact that the phenomenon of dropouts is an old one and saying that new methods should be devised to treat such phenomenon, with due regard to the country's economic conditions.

The document then reviewed the various trends demonstrated in the session, being that the people are convinced of the importance of the primary school and are concerned over its future, that the curricula of the primary stage need to be professionalized, that manual work deserves all appreciation and respect, and that proper teachers should be trained to put such trends into practice.

The document, lastly, reviewed the resolutions adopted by those present in which they called upon the Technical Office to prepare a preliminary study on dropouts on the basis of the research and surveys compiled by it.

Educational Conferences

88. Conference of Primary Education Leaders, Cairo, (February 1977) - Conference's Recommendations, "Al-Rayad" magazine of teachers, 22nd year, Issue No. 1, (March-May 1977), p. 35.

Following a discussion with the officers responsible for the primary stage of education in their conference held in Cairo to consider the problems faced by this stage, a number of recommendations were adopted.

Problems covered by these recommendations included a revision of school syllabus to determine to what extent it conforms to the objectives of primary education, a consideration of the role of the Section Inspector and

Subject Inspector in applying advanced curricula, a study of the effectiveness of the methods used in offering courses, a consideration of the requirements for uplifting the standard of performance in this stage, a review of the problem of inspection and a study of the means for filling the gap created by the shortage in teaching bodies.

Educational Statistics

89. A.R.E., Ministry of Education, Directorate-General for Statistics and Computers, "Stationary Statistics on the Primary Stage of Education and Nurseries in 1976/77 as at November 15, 1976", Cairo, 1977. 29 stencil pages.

Following a commentary on the significant facts concluded by the Directorate-General from its study of the statistical tables contained in this Bulletin, drawing a comparison between the number of classes and pupils in the first year primary in 1975/76 and 1976/77 and the number of classes and average density of class in 1975/76 and 1976/77, eleven statistical and supplementary tables were given.

These tables contain statistics on education in the pre-primary stage (nurseries) divided by Educational Directorate, cumulative statistics on primary education divided by affiliation (governmental, free private, paid private, language schools following Egyptian curriculum and service classes), cumulative statistics on primary education with all its affiliations divided by Educational Directorate, statistics on governmental and free private primary education divided by Educational Directorate, statistics on governmental primary education divided by Educational Directorate, statistics on free private primary education divided by Directorates, statistics on paid private primary education divided by Directorates, statistics on primary education in foreign language schools following the Egyptian curriculum divided by Directorates, statistics on service classes in primary education divided by Directorates and, lastly, statistics on primary education in special education schools also divided by Educational Directorates.

Educational Statistics - Examinations

90. A.R.E., Ministry of Education, Directorate-General for Statistics and Computers, "Results of the First and Second Session Examinations of the Primary Education in 1975/76", Cairo, 1977. 5 mimeographed pages.

In a brief introduction, the Bulletin mentioned the number of pupils sitting for the Primary Certificate Examination in 1975/76 and the number of succeeding pupils in the first and second sessions of this examination. It drew a comparison between the various schools according to their affiliations as regards the percentage of succeeding pupils and their sex.

Four statistical tables follow:

The first table shows the total results of both the first and second sessions of the Primary Education Certificate Examination.

The second table indicates the total results in both sessions as per Educational Directorate.

The third table shows the total results obtained by girls in the first and second sessions of the Primary Education Certificate Examination as per Educational Directorate.

The fourth table indicates the cumulative results of the first and second sessions of the Primary Education Certificate Examination and the percentage of succeeding pupils in each session divided according to Educational Directorate.

Educational Statistics and Primary Schools

91. El-Sharouni, Thabet, "Dirasah Ihsaiyyah Li-Zaherat Al-Tasarrub bayna Sufuf Al-Marhalah Al-Ibtidaiyyah Wa-'Ilaqatuha Bil-Faqid fi Nafaqat Al-Ta'leem", (A Statistical Study of the Phenomenon of Dropouts among Pupils in the Primary Stage and How it Relates to Waste in Educational Expenses), Cairo, National Council for Education, Scientific Research and Technology, 1977: 34 stencil pages.

In an introduction to his study, the writer pointed to the importance of education as an investment aimed at developing productive efficiency and showed the particular significance of primary education being the basic stage for all other subsequent stages of education.

Following a definition of dropouts, the writer explained the serious nature of this problem adding that the purpose of his study is to prepare a detailed statistical survey of the number of dropouts in the primary stage and to find out the material loss caused by dropouts.

Explaining the method adopted in the preparation of his study, the writer showed how he obtained the percentage of waste in educational expenses resulting from dropouts. He further reviewed the facts revealed through analysing the data compiled in the attached tables, all of which were obtained from following-up one group of pupils.

Tables attached to his study fall into two categories:

The first category consists of detailed tables on a variety of groups of pupils who were followed up through their years of schooling. Three tables are devoted to each of these groups, one for boys, one for girls and the third for boys and girls.

The second category consists of statistical tables showing the cumulative numbers of pupils registered in each year, with a separate table devoted to each group of pupils, the number and percentage of dropouts in each year per group, the actual costs of schooling per group, the cost of dropouts in each group and the percentage of waste in terms of educational expenses.

Moral Education

92. Shihin, Mayy, "Masouliyatuna Jami'an", (It is the Responsibility of Us All), "Al-Akhbar" newspaper, 25th year, Issue No. 7718, (March 12, 1977), p. 12.

After referring to certain wrong behaviour on the part of primary school pupils, the writer said that such a

state of affairs is the responsibility of the school, the home, the teacher and the educational supervisors.

Pointing to the means for improving the conduct of youngsters, the writer said a full period should be devoted to train them on healthy habits and cleanliness, whether in clothing and food or in conduct. Additionally, they should be taught the rules of traffic and should be trained to be honest, straightforward and promise keepers.

Concluding her article, the writer stressed the need for teaching these habits and rules of conduct not only in theory but also in practice and in actual behaviour.

Problems of

93. Rifaei, Mohamed, "Ta'leem Ibtidaei bila Mashakil", (Primary Education without Problems), "Al-Gumhouriyah" newspaper, 24th year, Issue No. 8421, (January 17.1977), p.

Following an introduction on the philosophy of primary education in Egypt, the writer reviewed the problems faced by this type of education mentioning in particular the inadequacy of many school buildings, the dense classrooms and how it affects accomplishment and the deficiencies of text books, whether as to production, printing and binding or as to the text itself which is full of repetitions and unnecessary and irrelevant material.

Concluding his article, the writer showed how these problems could be overcome and called upon authors of text books to acquaint themselves with the specific characteristics of each Educational Region in order to write books which conform to the curricula and have a bearing on the environment.

Religious Education

94. Jamil, Abdul Fattah, "Hall Haqqaqat Al-Tarbiyah Al-Diniyyah Ahdafaha fil-Madrasah Al-Ibtidaiyyah?", (Did Religious Education Achieve its Targets in the Primary School?), "Al-Rayed" magazine of teachers, 22nd year, Issue No. 1, (March-May 1977), p. 46.

Reviewing the positive and passive aspects of religious education in the primary school, the writer called upon teachers and headmasters to stress religious values on various occasions and situations, to encourage pupils to be cooperative, to intensify the memorization of the Holy Quraan and to celebrate religious feasts.

As regards the passive aspects, the writer mentioned that pupils' knowledge of religious subjects is negligible, superstitions are widespread among them, lack of prayer is predominant and ignorance of religious education prevails at the home.

Concluding his article, the writer suggested a number of devices for treating these passive aspects which include the selection of capable teachers to teach religion, the transformation of the slogan of knowledge and faith into a reality, the encouragement of primary school pupils to memorize sections of the Holy Quraan, the incorporation of the grades obtained in religious education into the pupil's total grades and the improvement of the text and printing of religious books.

School Nutrition

95. A.R.E., Legislations, Laws and Regulations.
"Ministerial Resolution No. 35 of February 9, 1977 in Connection with the Re-constitution of the Committee for the Drawing up and Implementation of a Project Designed to Link Nutrition to Pupils' Academic Achievement in the Primary Schools of some Rural Areas in the Governorates", Cairo, Cabinet of the Minister, Ministry of Education, 1977. 4 stencil pages.

This Resolution consists of six articles.

Article 1 lists the names of the Committee members.

The second article enumerates the functions entrusted to this Committee, being to draw up the project, put it into practice, follow up its results and evaluate it.

According to Article 3, the Committee is authorized to solicit the assistance of any specialists as it deems proper.

While Articles 4 and 5 specify the compensations paid to the Committee Member for attending its meetings and to employees working for it, Article 6 deals with the implementation and enforcement of this Resolution.

PRIVATE TUTORING

96. "Al-Durus Al-Khususiyyah fi Misr", (Private Tutoring in A.R.E.), The Presidency, National Specialized Councils, Report by the National Council for Education, Scientific Research and Technology on its Third Session, Cairo, 1977. pp. 166-171.

After defining private tutoring and showing its widespread nature and the expansiveness of its scope, the study mentioned the consequences of widespread private tutoring, with special emphasis on the burden it constitutes on the family budget, the fact that it does away with the principle of equal educational opportunities and that the demand on teaching some particular subjects is specially high.

The study questioned the need for such private tutoring, reviewing the circumstances and causes leading to it and mentioning the facts about the educational system, the circumstances in schools and the teachers' conditions.

A number of recommendations for dealing with this problem were advanced in the study. These include the need for revising the educational systems, the improvement of the educational process, the improvement of teachers' conditions and the treatment of students' retardation.

POST-GRADUATE STUDIES

97. Hamdi, Hassan, "Kulliyah Lil-Dirasat Al-'Ulia", (A Faculty for Post-Graduate Studies), "Al-Akhbar" newspaper, Vol. 25, Issue No. 7661, (January 5, 1977), p. 12.

After describing the present standard of post-graduate studies in Egypt, the writer called for the establishment of a special Faculty for Post-Graduate Studies and Research in each university, saying that such Faculty should enjoy full independence.

In the writer's opinion, any part-time professors assigned to this Faculty after reaching the age of sixty, should devote all their time and energy for this academic work.

Post-Graduate Faculties should play a role in solving the society's problems and in keeping abreast with scientific progress, the writer added.

Concluding his article, he said that the proposed Faculties should charge tuition fees in order to inspire seriousness and ensure thoroughness in study and research.

98. El-Said, Kamaluddin, "Hawla Kulliat Al-Dirasat Al-'Ulia", (On a Faculty for Post-Graduate Studies), "Al-Akhbar" newspaper, 25th year, Issue No. 7679, (January 26, 1977), p. 12.

Commenting on an earlier article published on post-graduate studies, the writer explained the difficulties which stand in the way of establishing faculties for post-graduate studies.

The writer went on to say that university education in Egypt is attended by shortcomings which have their bearing on its future.

For raising the standard of university education, scholars should be sent to foreign countries to complete their studies, he said, adding that financial obstacles would limit the number of such scholars.

The writer called for the establishment of an overall university entirely for post-graduate studies where visiting professors would take up lecturing. For financing this university, the writer suggested that part of the expenses allocated for sending Egyptian scholars abroad should be used in financing the proposed post-graduate university..

99. Khalafallah, Abdul Ghani, "Hatta Tanjah Al-Dirasat Al-'Ulia", (In Order that Post-Graduate Studies may Prove Successful), "Al-Akhbar" newspaper, 25th year, Issue No. 7691, (February 9, 1977), p. 12.

Having indicated at the beginning of his article the effect of sound planning on the progress of post-graduate studies, the writer showed how the inadequacy of post-graduate regulations in Egyptian universities reflects on these studies.

Reviewing the methods whereby post-graduate studies may be improved, the writer mentioned in particular that Ph.D. students should be required to attend theoretical lectures and practical studies for two years, while M.A. students should concentrate on language studies.

After enumerating the conditions to be fulfilled by students working on their M.A. and Higher Studies Diploma, the writer emphasized the need for a careful selection of eligible candidates adding that a successful post-graduate education requires full-time work and devotion.

PROGRAMMED EDUCATION

100. Khalil, Omar Sayyed, "Dirasah Tajribiyyah Li-Mada Fa'iliyyat Al-Ta'leem Al-Mubarmaj fi Tadris Al-'Ulum Lil-Makfufeen bil-Saff Al-Thani min Al-Marhalah Al-'Idadiyyah bi-Madares Al-Tarbiyah Al-Khassah", (An Experimental Study of the Extent of Effectiveness of Programmed Education in Teaching Sciences to Blind Pupils in the Second Year Preparatory in Special Education Schools), Assiut, Faculty of Education, University of Assiut, 1977, 220 pages.

- Dissertation submitted to the Department of Curricula and Teaching Methods of the Faculty of Education, Assiut University, for obtaining the degree of M.A. in Education.

Following an introduction in which the writer explained how the society's attitude towards the blind has changed as a result of the intellectual advancement and the development of studies and research on the blind, the writer divided his text into nine chapters.

Chapter 1 dealt with the problem under discussion, showing the importance of the study undertaken by the writer, its objectives, assumptions, hypotheses, plans and terms and statistical methods used in it.

The second chapter outlined the previous studies devoted to the same topic which fall into two categories: studies undertaken on abnormals and studies on normal people.

In Chapter 3, the writer dealt with the blind showing how he develops the faculty of learning.

The fourth chapter is concerned with the programme which the writer designed for his research and shows the various steps taken and the stages through which the preparation of this study progressed.

Chapter 5 dealt with the tools used in the research, including accomplishment tests, Wechsler-Bellevue Adult and Adolescent Intelligence Scale and the social research questionnaire.

In the sixth chapter, the writer dealt with experimental designs and variable controls, setting forth the conclusions reached by him in Chapter 7.

In the eighth chapter, he reviewed the various educational applications and gave his own recommendations on this subject.

An outline of the dissertation is given in the ninth chapter which is followed by a list of Arabic and foreign reference books consulted by the writer.

RELIGIOUS EDUCATION

101. Issa, Ibrahim Soliman, "Hatta la Yadi' Al-Hadaf min Tatweer Al-Azhar", (To Guard Against Defeating the Purpose for which Al-Azhar was Developed), "Al-Ahram" newspaper, 103rd year, Issue No. 32940, (February 16, 1977), p. 9.

After reviewing the objectives contemplated by the special legislation issued for the reorganization of Al-Azhar University and its affiliated bodies, the writer enumerated the reasons which hindered the attainment of such objectives.

He went on to suggest that graduates of the practical colleges of Al-Azhar university join as auditors Al-Azhar's theoretical faculties in order to develop a larger number of religious propagators and help graduates refresh their memories about the religious courses they studied in Al-Azhar's preparatory and secondary institutes.

Concluding his article, the writer made an estimate of the financial costs involved if his suggestion is adopted saying they are comparatively insignificant considering their moral, academic, educational and religious gains.

102. Mahdi, Mahmoud, "Qarar Al-Raees hawla Tadrees Maddet Al-Tarbiyah Al-Diniyyah Wa-Masouliyyat Wizaret Al-Ta'leem", (The President Resolution in Connection with the Teaching of Religious Subjects in Schools and the Responsibility of the Ministry of Education in this Respect), "Al-Ahram" newspaper, 103rd year, Issue No. 32942, (February 16, 1977), p. 11.

After reviewing the Resolution issued by the President of the Republic whereby Religion has become a matter of success or failure in school examinations, the writer said that this Resolution would have its bearing on developing a religious drive among youngsters and school boys.

Pointing to the manner in which the aims sought by this Resolution could be attained, the writer stressed the need for a highly selective religious curriculum and for a good choice of the proper teachers of religion.

The successful implementation of this Resolution would have far-reaching results both for the State and for the society, he added.

103. El-Fil, Mohamed Taha, "Mashakil Al-Ta'leem Al-Dini fil-Qaryah", (Problems of Religious Education in Villages), "Al-Gumhuriyah" newspaper, 24th year, Issue No. 8481, (March 18, 1977), p. 5.

After stressing the importance of establishing and bolstering an increased number of primary Azhari institutes, the writer explained how this could be achieved.

Indicating the importance of a proper religious education and showing how youngsters are influenced by the errors they hear on the radio and in plays, the writer said that religious education in villages needs special development. Apart from establishing a large number of primary Azhari institutes, specialized writers should be encouraged to write religious biographies and history in an appealing style.

In the opinion of the writer, the Prophet's biography and the history of Islamic heroes should be re-written in a spirit of enlightened understanding of Quraanic teachings and history.

104. El-Dumani, Mohamed Mohamed, "Wa-Nahnu Nukhattit Lil-Tarbiyah Al-Diniyyah", (While We Plan for Religious Education), "Al-Gumhuriyah" newspaper, 24th year, Issue No. 8489, (March 26, 1977), p. 5.

Commenting on religious education in schools, the writer noted that the assignment of Arabic language teachers to teach religion and the non-inclusion of the grades obtained in religion among the pupil's total grades in his school record, have resulted in an attitude of carelessness on the part of pupils towards religious education.

Suggestions for the promotion of religious education advanced by the writer include the appointment of a

special teacher to teach religion, the conclusion of training sessions for the teachers selected to teach this subject and the broadening of religious education to integrate teaching of ideals, principles and ethics. Examples cited from the behaviour of the early Muslims and Christians should be put before pupils, he added.

According to the writer, pupils should be given incentives in order to generate their interest in religious subjects. Undoubtedly, he added, religious education would have its bearing on the society and on the conduct and approach of Egyptian youth.

Development of

105. El-Ninr, Abdul Moneim, "Al-Tarbiyah Al-Diniyyah Darurah Qawmiyyah", (Religious Education is a National Necessity), "Al-Akhbar" newspaper, 25th year, Issue No. 7733, (March 30, 1977), p. 5.

Commenting on the curricula of religious education now taught in the schools of the Ministry of Education, the writer drew a comparison between the curricula in Saudi Arabia, Kuwait, Qatar and the United Arab Emirates and the curricula in Egypt, saying these Arab countries are more concerned with the thoroughness of their curricula and the standard of their students.

Promotion of religious education require, in the opinion of the writer, provision of good example, training of teachers of religion, improving the standard of religious education and participation by the home and information media in disseminating religious knowledge.

The writer further mentioned that religious education in universities and higher institutes should receive serious attention, adding that such education would have its bearing on the future of the youth and the Fatherland.

Primary Schools

See: 94

Teaching of

106. Qotb, Jalaluddin, "Ta'leem Al-Tarbiyah Al-Diniyyah; Kayfa Yakun?", (Religious Education; How to Teach it?), "Al-Gumhuriyah" newspaper, 24th year, Issue No. 8461, (February 26, 1977), p. 5.

After describing the present system of religious teaching in Egyptian schools, the writer expounded on his own suggestion for the teaching of this subject in a modern fashion.

Religion, he said, should be taught in the form of lectures. Teachers and professors solicited to lecture on religion should set a good example before pupils. The Ministry of Education should print these lectures and circulate them among government officials. University graduates should give public lectures designed to spread religious awareness among the masses.

Concluding his article, the writer said that academic methods should be employed in the teaching of religion, not only in schools and universities but also in public places. By so doing, he added, we could build the new Egyptian Man and equip him with spiritual values.

107. Abdul Kader, Mohamed Ahmed, "Tadris Al-Deen Wa-Taqween Al-Suluk", (Religious Teaching and Correction of Conduct), "Al-Gumhuriyah" newspaper, 24th year, Issue No. 8493, (March 30, 1977), p. 5.

Following an introduction on the importance of religious education and the need for changing the present method employed in the teaching of religion, the writer mentioned the prerequisites for the proper teaching and promotion of this school subject.

In this connection, he pointed to the need for incorporating the grades obtained in religion into the total grades in the student's school record. He also suggested that an oral examination in addition to the written test be held in religion. Religious text books used in schools should be revised, he added.

Regarding teachers of religion, the writer said they should not abide strictly by the curriculum and should set a good example for their pupils. Moral encouragements should be accorded to teachers of religion, he said.

RESEARCH

108. Dawood, Aziz Guirgis, "Ayna Al-Bahth Al-'Ilmi?", (Where is the Scientific Research?), "Al-Ahram" newspaper, 103rd year, Issue No. 32930, (February 6, 1977), p. 9.

Beginning his article, the writer said that the fact that scientific research and research centres in Egypt are not linked to the problems of the Egyptian people, has been operative in bringing about the public riots of January 19 and 20, 1977.

Pointing to the shortcomings of the present system of scholarship under which Egyptian students are sent abroad for postgraduate studies, the writer mentioned that the research papers prepared by these students have no bearing on the problems of the Egyptian society due to the fact that their foreign supervisors normally select topics of dissertations which relate to the problems of their own countries.

Concluding his article, the writer expounded on the problem of Egyptian scholars who obtain Ph.D. degrees in fields of specialization for which Egypt has no immediate need.

SCHOLARS

Problems of

109. El-Sebaei, Labib, "Muatamar Lil-Mab'outheen fi Britania ... Limaza?", (A Conference for Scholars in Britain; Why?), "Al-Ahram Al-Iqtisadi" magazine, Issue No. 515, (February 1, 1977), pp. 28-29.

The writer began his article with an explanation of the reasons why Egyptian students studying under scholarships in Britain decided to call for a conference during February 1977.

Interviewing the Egyptian Cultural Counsellor who controls the Egyptian Office of Scholars in London, he commented on the problem of the meagre stipends paid to Egyptian students in London, saying that this problem need to be adequately solved. Reviewing the fields of majoring available in Egypt, he said that steps should be taken to discontinue sending Egyptian students abroad to major in these particular fields.

He went on to say that the number of Egyptian students sent under scholarships to foreign countries would be drastically cut down if Egyptian universities take the necessary measures to obtain the necessary scientific instruments and if foreign professors are brought to supervise academic dissertations receiving a higher honoraria for such work.

The writer also interviewed the Chairman of the Egyptian Student Association in the United Kingdom who reviewed the problems on the agenda of the proposed conference which include encouragement of Egyptian students while studying on scholarship in foreign countries to visit the Fatherland and adding more items to the personal effects enjoying customs exemption upon a scholar's final return to Egypt.

SCHOOL THEATRE

110. El-Gohari, Mohamed Shaheen, "Qadiyyat Al-Masrah Al-Madrasi", (The Question of School Theatres), "Al-Rayed" magazine of teachers, 22nd year, Issue No. 1, (March-May 1977), pp. 20-22.

After pointing out the role of school theatre in modern education and in the treatment of many psychological diseases from which children suffer at an early age, the writer emphasized the need for dramatizing curricula, mentioning the steps taken by the Ministry of Education in this respect.

The writer went on to review the facilities which help school theatre perform its duty in the educational process, indicating the factors which hinder its progress.

Commenting on the Child's Theatre which was set up in 1973, the writer related its activities and achievements ever since.

Concluding his article, he mentioned the aims contemplated through the new Resolution issued for the constitution of a Permanent Secretariat-General for Childhood.

SECONDARY EDUCATION (SCHOOLS)

111. Shenouda, Emil Fahmi, "Ba'ad Al-Mushkilat Al-Tarbawiyyah Wal-Ta'limiyyah Bil-Marhalah Al-Thanawiyyah Al-'Aammah fi Muhafazat Al-Daqahliyyah", (Some Educational Problems in the General Secondary Stage of Education in the Governorate of Daqahliyyah), "Sahifat Al-Tarbiyah", (Magazine of Education), 29th year, Issue No. 1, (February 1977), pp. 38-45.

Having indicated the importance of secondary education to advanced and developing countries, the writer explained the nature of a field study undertaken by him, saying that field surveys are vital in educational matters.

After explaining the line adopted by him in preparing his survey, he dealt with his samples, tools, method, questionnaire and statistical analysis.

Discussing the conclusions obtained from his survey, the writer commented specifically on the problems ancillary to the educational system (i.e. the optimum age of admission, class work during the school year, density of classrooms and the problem of branches). He also dealt with the problems of curricula, auxiliary books, training of secondary teachers and co-education in Daqahliyyah Governorate.

Development of

112. "Tatawwur Nuzum Al-Dirasah fil-Madares Al-Thanawiyah Wa-Imtihanatiha fi-Misr", (Development of the Systems of Education and Examinations in the Secondary Schools of A.R.E.), The Presidency, National Specialized Councils, Report by the National Council for Education, Scientific Research and Technology on its Third Session, Cairo, 1977, pp. 135-137.

The importance of the secondary school in the educational ladder is emphasized in this study which showed the branches to which this stage of education is divided and reviewed the suggestion advocated by it for the development of this stage, pointing to the factors to be taken into consideration when the system of teaching and examinations in the secondary stage are due for change.

The study suggested methods to be employed in lessening the present barrier of specialization which separates the branch of literature from that of sciences in the secondary school. It explained the aims sought by such lessening procedure.

113. "Taqrir 'an Tatweer Al-Ta'leem Al-Thanawi Al-'Aamm fi Misr", (Report on the Development of the General Secondary Education in A.R.E.), The Presidency, National Specialized Councils, Report by the National Council for Education, Scientific Research and Technology on its Third Session, Cairo, 1977. pp. 139-163.

Following a review of the historical development of secondary education in Egypt, the study dealt with this type of education between the 1919 and the 1952 Revolutions and under the July 23, 1952 Revolution.

The study went on to review the general perspective of secondary education as it should be, discussing the broad-lines which serve as guide in the development process. It further dealt with the development of the first and second sections of secondary education, pointing to the requirements for effecting such development.

Methods for developing examinations as an introduction to reforming the educational system were related in the study which explained the principles to be adopted in developing annual examinations and the General Secondary Education examinations.

Educational Statistics

114. A.R.E., Ministry of Education, Directorate-General for Statistics and Computers, "Stationary Statistics on the General Secondary Education Stage in 1976/77" Cairo, 1977. 29 stencil pages.

In its introduction, the Bulletin pointed to the responsibility of statistical agencies in providing the accurate statistics required by educational planning machineries.

Ten tables are contained in this Bulletin being, cumulative statistics on general secondary education of all affiliations in Educational Directorates, statistics on governmental, free-private, and non-subsidized general secondary education schools and service classes in the various Educational Directorates, statistics on foreign language schools following the Egyptian general secondary curriculum by Educational Directorate and statistics on general secondary education schools changing tuition fees (unsubsidized, service classes and language schools following the Egyptian curriculum).

The Bulletin lastly contained a review of statistical figures on the specialized types of general secondary education schools such as the Armed Forces Liberation Schools, the schools of music, ballet and calligraphy and special education schools.

Educational Statistics - Personnel

115. A.R.E., Ministry of Education, Directorate-General of Statistics and Computers, "Stationary Statistics on the Personnel of the General Secondary Education as at November 15, 1976", Cairo, 1977.

Following an introductory note outlining its contents and a comparative study between the numbers of personnel in the year under consideration and their corresponding numbers in the preceding year and, following an indication of the number of senior and other teachers and the number of classrooms and teachers per class in the general secondary education in governmental, private and subsidized schools in each Educational Directorate, the Bulletin presented eleven statistical tables.

These tables consist of one table giving cumulative figures of the teaching bodies, other personnel and employees engaged in the general secondary education in 1976/77, two tables on the teaching bodies and other personnel in the general secondary education per Educational Directorate divided according to affiliations (governmental, private subsidized and private with tuition fees), four statistics on the distribution of senior and other teachers in the general secondary education per Educational Directorate, arranged according to affiliations and school subjects and, lastly, four tables on the other personnel engaged in the general secondary education divided according to Directorates and affiliations.

Students - Absence

116. A.R.E., Legislations, Laws, Regulations ... etc.
"Circular No. 26 Dated March 14, 1977 Concerning the Directives for the Close of the School Year 1976/77 of the Secondary Stage", Cairo, Directorate-General for Secondary Education, Ministry of Education, 1977, 2 stencil pages.

After reviewing the passive aspects of the phenomenon of absenteeism, where a large number of pupils discontinue going to school towards the close of the school year, the Circular listed fourteen recommendations designed to put an end or alleviate the acuteness of this phenomenon.

These recommendations call for setting up a schedule for the students to revise the curriculum as a whole and in detail, retaining part of the curriculum till the end of the year, holding meetings with guardians and

pupils to enlighten them on the consequences of absence, keeping record of the days of absence and taking legal measures against absentees, following up the teachers' work by the school administration, helping pupils to set up schedules for memorizing their courses and guiding them on the best methods of assimilation, extending technical guidance and inspection till the end of the year, arranging visits to schools by the responsible officers of the Educational Directorates and awarding incentives to those schools which exert creative efforts to fight the phenomenon of failure of a large number of pupils to report to school towards the close of the school year.

SOCIAL EDUCATION

117. Abdul Aal, Abdul Halim Reda, "Al-Ta'leem Al-Ijtima'ei", (Social Education), "Sahifat Al-Maktabah", (Library Magazine), Vol. 9, Issue No. 1, (January 1977), pp. 11-22.

The writer began his article with an introduction on the importance of man to the economic development of developing countries and the importance of education to the life of those countries.

After distinguishing between formal and non-formal education, the writer explained the topic surveyed by him and showed the method adopted in elaborating on it. He emphasized the significance of non-formal education, showing how it handles adult education and functional adult education.

The writer went on to explain the meaning of and the aims sought by functional education and showed the common denominators between adult education and functional education.

Other subjects dealt with in this study include the difference between teaching and learning, the concept of social organization, the relationship between social organization and non-formal education, the relationship between social organization and education and the functions and methods of social organization as reflected upon education.

Concluding his study, the writer explained the meaning of social education and gave his conclusions as deduced from his study. According to the writer, social organization has two methods: to attain the material aims of economic development and to change the individual's conduct. He added that the system of social organization may, in conjunction with some methods of non-formal education, be beneficial to individual citizens.

STUDENTS' ASSOCIATIONS

118. Mustafa, Mustafa Ahmed, "Al-Ittihadat Al-Tullabiyyah Wa-Dawruha fi Tahqiq Matalib Al-Numuw", (Students' Associations and their Role in Realizing the Requirements of Growth), "Sahifat Al-Maktabah", (Library Magazine), Vol. 29, Issue No. 1, (January 1977), pp. 23-37.

Following a review of the stages through which the establishment of Students' Associations has passed, the writer explained their objectives as set forth in Ministerial Resolution No. 1 of 1976, showing the manner in which these Associations are formed in secondary schools.

Talking of Students' Associations as a school of democracy, the writer explained how these Associations contribute towards the development of growth opportunities. In this connection, he dealt with the bodily and physiological growth and their requirements, the mental growth, the emotional growth and the social and moral changes, showing how Students' Associations help in realizing their requirements.

Concluding his article, the writer reviewed the obstacles and passive factors which prevent Students' Associations in preparatory and secondary schools from performing their mission.

TALENTED STUDENTS

119. Badr, Ahmed Abdul Latif, "Nahwa Tawjih Al-Mawahib; Ittijahat Tarbawiyyah", (Towards an Orientation of Talents; Educational Trends), "Al-Rayad" magazine of teachers, 22nd year, No. 1, (March-May 1977), pp. 8-9.

The writer began his article with a definition of talents, showing the difference between talents and "rationed" experience gained within certain academic limits. He went on to show how acquirers of "rationed" experience may benefit from practical life, saying that graduates of the faculty of agriculture benefit from the experience of farmers.

Explaining the relation between the mental age and the chronological age, the writer mentioned how Ibn Khaldun dealt with this problem in his famous "Al-Muqaddimah". He also showed how unoriented talents result in dullness of thought such as was happening in Al-Azhar in the 1930s.

According to the writer, the present school curricula, teaching methods and examination systems kill talents and do away with creativeness.

Concluding his article, the writer said the present practice of considering the total grades scored in examinations as a proof of distinction, with no regard to talent, has resulted in a low standard of graduates. The required progress, he added, calls for more stress on creativeness, prompt performance and proper utilization of abilities.

TEACHERS

120. Qotb, Youssef Salahuddin, "Mihnat Al-Ta'leem Wa-Risalat Al-Mu'allim", (The Teaching Profession and the Teacher's Mission), "Sahifat Al-Tarbiyah", (Magazine of Education), 29th year, Issue No. 1, (February 1977), pp. 5-14.

Following a description of the role played and is being played by the teachers in the Arab World, the writer reviewed the changes which are taking place in the Arab World and which require the doubling of the number of teachers in the next ten years.

After defining the teaching profession and indicating its characteristics, the writer dealt with the cultural aspects of teaching, the standard of professional training,

the power to take decisions, the profession's set up, the people's confidence in the profession and education as a perpetual process, showing which of these characteristics apply to education.

Concluding his article, the writer reviewed the bases for realizing a respectable position for the teacher and for the teaching profession.

Conditions of

121. "Important Recommendations by the National Council of Education for Developing Education and Improving Teachers' Conditions", "Al-Rayed" magazine of teachers, 22nd year, Issue No. 1, (March-May 1977), p. 33.

Following an explanation of the teacher's role in attaining the objectives of the educational policy and implementing educational plans and curricula, the recommendations adopted by the National Council for Education are reported.

These recommendations call for briefing teachers on the importance of sound planning to ensure that an adequate number of teachers are trained to meet the growing needs of education and the demand on the part of Arab countries.

Recommendations include the following: that teachers should be helped to settle down in their respective Governorates, that the syllabi and programmes of men and women teacher training colleges should be developed, that special institutes for higher technical studies should be devoted to the training of the teachers needed for the different types of technical education and that faculties and higher institutes of education should be expanded.

These recommendations, lastly, deal with teachers' conditions and how to improve them, laying special emphasis on the creation of a Teacher's Fund that would render professional and material assistance to teachers. A recommendation on the reconsideration of teachers' salary scale is also reported.

Duties of

122. Radwan, Mohamed Mahmoud, "Masouliyyat Al-Mu'allimeen fil-Fatrah Al-Qadimah", (Teachers' Responsibility in the Forthcoming Period), "Al-Ahram" newspaper, 103rd year, Issue No. 32931, (February 7, 1977), p. 5.

Following an introduction in which the writer called upon teachers to put aside their private problems and worries and assume the responsibilities arising from the public riots of January 19 and 20, 1977, he expounded on the duties which teachers should perform at this stage being: to inculcate religious and nationalistic values in pupils, to enlighten and instruct the public and to raise funds for making up for the destructions caused by the saboteurs.

Concluding his article, he appealed to Egyptian teachers working in foreign countries to donate a percentage of their salaries towards remedying these destructions, indicating how such donations would be collected.

Loaning of

123. Shehata, Mohamed Mohamed, "Nassib Al-Ta'leem Al-Sina'i min Al-I'araat", (Industrial Education's Share in the Loaning of Teachers), "Al-Gumhouriyyah" newspaper, 24th year, Issue No. 8447, (February 12, 1977), p. 5.

Commenting on the regulations governing the loaning of Egyptian teachers to Arab and foreign countries, the writer indicated the discrepancies contained therein and showed how they reflect on industrial school teachers.

He went on to comment on the phenomenon of advertisements placed each year in the local press by foreign Embassies to solicit teachers for the technical schools in their respective countries saying that many employees in corporations and companies apply for and obtain these jobs, although they command no experience in education. This, the writer added, results in a lower standard of education and results, as well, in attempts on the part of industrial teachers to desert the teaching profession and seek employment in such jobs as they become vacant.

Concluding his article, the writer advanced suggestions for overcoming this problem which include opening the doors before teachers to obtain leave without pay, requiring industrial school teachers to submit for approval by the Ministry of Education all contracts obtained for loaning to foreign countries and keeping Embassies posted by the Ministry of Education on the surplus teachers available in the various fields of specialization so that they could fulfill their needs through the Ministry.

Promotion of

124. El-Sharouni, Youssef, "Al-Ta'leem Haliyyan", (Present-Day Education), "Al-Ahram" newspaper, 103rd year, Issue No. 32916, (January 23, 1977), p. 9.

Reviewing the problems accompanying promotion of teachers, the writer mentioned precisely the problem of transferring each promoted teacher to work in another town, saying that this problem reflects on the family of the promoted teacher and has its bearing on his work. Failure to comply with the orders of moving to another locality, a promoted teacher risks loss of any further promotion for a long time.

Commenting on the Ministerial Resolution No. 119 of 1971 whereby governmental employees receiving no promotions would be treated on the same level of other employees graduated before 1952 and receiving their promotions, the writer mentioned that these promotions are intended for other than the personnel of the Ministry of Education, creating an unhealthy feeling among them. He called for a radical solution for the problems of teachers so that they could enjoy stability and devote all their energy to performing their duties.

TECHNICAL SCHOOLS (INSTITUTES)

125. El-Sebaei, Labib, "Ma'ahed I'dad Al-Fanniyeen Wal-Tariq Al-Mas'ud; Qadiyyah Jami'iyyah", (Technician Training Institutes and the Dead End; A University Issue), "Al-Ahram Al-Iqtisadi" magazine, Issue No. 516, (February 15, 1977), pp. 30-31.

In an introductory note to his article, the writer explained that shortage in trained technicians has its bearing on all governmental machineries. After showing the attitude of the educational authorities towards training institutes, he mentioned that negligence of technical institutes reflects on the students enrolled therein.

The writer went on to show in figures based on the estimates of the National Council for Education, Scientific Research and Technology and the Ministry of Education the number of technicians and skilled labourers needed by the State up till the year 2000. In the opinion of the writer, the present conditions of training institutes need to be changed with a view to preparing an adequate number of technicians. Deficiencies in these institutes need radical solutions to overcome them, he added.

According to the writer, the capacity of training institutes should be stepped up in order to absorb the many folds of students applying for enrolment therein. He called for a revision of their curricula and training programmes so as to bridge the existing gap between their graduates and those graduating from universities.

The writer emphasized the need for setting up a supreme council for the training of technicians, indicating the manner in which it may be constituted and the functions entrusted therewith.

Concluding his article, the writer gave his own views on the duty of the educational agencies to save these institutes and find solutions for their problems before they reach a dead end.

Educational Statistics

126. A.R.E., Ministry of Education, Directorate-General for Statistics and Computers, "Stationary Statistics on the General Secondary Education Stage and Men and Women Teacher Training Colleges in 1976/77 as at November 15, 1976", Cairo, 1977. 32 stencil pages.

Following an introduction on the significance of statistical data to planning machineries, planners and men of research,

the document contained fourteen statistical tables on the following subjects: cumulative statistics on technical education and men and women teacher training colleges in Egypt, cumulative statistics on industrial education (boys, girls and coeducation), statistics on industrial and technical secondary education (5-year system and complementary studies for graduates of industrial secondary schools) and statistics on agricultural secondary education, commercial secondary education with all its affiliations, governmental and free private commercial secondary education, paid private commercial education, non-subsidized private commercial education, commercial education (in service classes) and, lastly, men and women teacher training colleges.

Examinations

127. A.R.E., Legislations, Laws and Regulations.
"Ministerial Resolution No. 58 Dated March 31, 1977 in Connection with a Change in the Dates of Final Examinations of Certain School Subjects for Students of Jalal Fahmi Technical and Experimental School for Mechanics and Electricity in Shoubra", Cairo, Cabinet of the Minister, Ministry of Education, 1977. 3 stencil pages.

This Resolution consists of four articles and two supplements.

Article 1 deals with the teaching of automation technology and spare parts of automatic machineries to students in the seventh and eighth semesters (fourth year) of the two branches of machinery operation and automotive engineering as from the year 1976/77.

The second article provides that students in the fourth year sit for a written examination in the two above subjects at the conclusion of the seventh and eighth semesters.

According to Article 3, the maximum and minimum grades obtained in the total examination grades of graduating students in the branches of machinery operation and automotive engineering are adjusted along the lines set forth in the two attached schedules as from the year 1977/78.

The fourth and last article deals with the implementation of the Resolution.

The attached supplements set forth the distribution of maximum and minimum grades and indicate the time allotted for examinations of the branches of machinery operation and automotive engineering.

TEXT BOOKS

128. Saro, Abdul Rehim, "Al-Kutub Al-Kharijiyyah", (External Auxiliary Books), "Al-Ahram" newspaper, 103rd year, Issue No. 32953, (March 1, 1977), p. 9.

After reviewing the press campaigns directed against the auxiliary external books used by students to supplement the official text books and showing the exaggerative nature of these campaigns, the writer explained that these books are advantageous in explaining and simplifying the text books and assisting pupils to pass in their examinations by giving them model examinations and model answers.

The writer explained why these external books have become expensive then quoted a conversation between the Minister of Education and a gifted pupil in which the pupil insisted that his distinction is attributable to the external auxiliary books.

VOCATIONAL TRAINING

129. Soliman, Mohamed Sedqi, "Shababuna bayna Al-Takhrib Wal-Tadrib", (Our Youth between Destruction and Training), "Al-Ahram" newspaper, 103rd year, Issue No. 32929, (February 5, 1977), p. 3.

Following a review of the role played by youngsters between the age of 14 and 20 in the public riots staged on January 19 and 20, the writer related the steps taken by the State to tackle the problems of these youngsters, through increasing the budgetary appropriations for schools to absorb all children under compulsory age, opening new classrooms in all stages of education and establishing provincial universities.

The writer went on to say that Egypt is negligent in the field of training adding that general education should be supplemented with serious vocational training in the same manner as advanced countries are doing.

He also pointed to the need for training skilled labourers, saying that the increased demand on this category of labourers has resulted in an excessive increase in their wages both in Egypt and in Arab countries. Owing to such rise in their wages, some Arab countries well compelled to import skilled labour from Korea, Taiwan, Turkey, Yugoslavia and Hungary.

WEAVING

Teaching of

130. Selim, Sadat Abbas, "Mushkilat Tadris Al-Naseej fi Majal Al-Ta'leem Bi-Misr", (Problems of Teaching Weaving in the Field of Education in Egypt), "Sahifat Al-Tarbiyah", (Magazine of Education), 29th year, Issue No. 1, (February 1977) pp. 55-71.

As an introduction to her article, the writer stated that no adequate research on weaving is available in Egypt.

After reviewing Egypt's history of weaving throughout the ages down to the Coptic and Islamic eras, the writer stressed the importance of weaving in the field of art education, saying that Egyptian schools are backward in this respect. In support of her opinion, she mentioned that art exhibitions, whether organized by Educational Directors for pupils in general education or by students of art education are poor in the particular field of weaving.

Following an enumeration of the reasons for the backwardness of general schools and the Faculty of Art Education in weaving, the writer concluded her article with a number of suggestions designed to develop and promote this art, giving a commentary by the Inspector General for Art Education in which he explained the function of weaving and the facets of this art which students should study.

YOUTH

131. Adel, Ahmed, "Mukhatabah Hadiyah Li-'Aql Shabab Nadi," (A Quiet Talk with the Intellect of a Mature Youth), "Al-Ahram" newspaper, 103rd year, Issue No. 32934, (February 10, 1977), pp. 3+11.

As an introductory to this article, the writer pointed to the importance of university students to their country and described their role in the future.

He explained how university education influences comprehension by these youngmen of international systems and how they could discern anything which is offered to them or which surrounds them.

After showing the impact of early environment on the upbringing of youngmen, the writer pointed to the role of university education in changing their thinking and the role of nationalist leadership in preparing them to exercise freedom in a spirit of awareness and maturity.

Concluding his article, the writer explained that the sound democratic conditions provided by the State would have their bearing on the stability of youngmen in future life.

132. El-Diwani, Khalil Mustafa, "Al-Shabab Wal-Faragh", (Youth and Leisure Time), "Al-Akhbar" newspaper, 25th year, Issue No. 7707, (February 28, 1977), p. 5.

Commenting on the recent riots (of January 18 and 19, 1977) and the role of university youth in them and pinpointing on the leisure time as being the major cause for such riots, the writer explained why Egyptian youth face a problem of leisure time, mentioning in this respect the following reasons: the poor athletic and social activities of students and the absence of the teacher's role in such activities; the crowdedness of students in universities; the establishment of provincial universities without proper planning; the shortcomings suffered by the experiment of Students' Associations; the lack of sporting clubs and libraries; the absence of any artistic sense among the

youth and the inadequacy of the educational programmes broadcast on the radio.

Concluding his article, the writer showed how these problems may be solved, adding that guidance and counselling are needed to enlighten young men and make them capable of building up their own Motherland.

133. El-Lakani, Farouk Abdul Hamid, "Al-Shabab Ka-Mihwar Lil-Tanmiyah fi-Waraqat October", (Youth as a Centre for Economic Development in the October Paper), "Sahifat Al-Tarbiyah", (Magazine of Education), 29th year, Issue No. 1, (February 1977), pp. 46-50.

After drawing a comparison between the methods utilized in the past to measure a country's strength and the modern methods adopted today, the writer stressed the importance of providing young men with the necessary training and education, saying that qualified youngmen are the best yardstick for a country's strength in our modern times.

Explaining the role of the human element in the country's economic development, the writer showed how this element is influenced by education.

Quoting the October Paper on the role of young men and their responsibility for their country's destiny, the writer showed how this role may be played, emphasizing in this connection the democratic principles in education and the individual's right to discuss the problems and issues of his country. The writer, further, showed how democratic principles may be introduced in the educational system.

The writer went on to quote the October Paper on the youth's power to assimilate modern technology, saying that Egypt's academic system should be so changed as to accommodate the required changes in approaches and conduct.

Concluding his article, the writer cited quotations from the October Paper on Egypt's ability to be creative in the age of science and technology, showing how such creativeness could be realized and calling for a reconsideration of the qualitative aspect of education and of the

system of education applied in the special schools of gifted students.

134. Juwaidah, Farouq, "Al-Jeel Al-Jadeed Wa-Muhawalat Al-Tadleel", (The New Generation and the Attempts at Misleading it), "Al-Ahram" newspaper, 103rd year, Issue No. 32974, (March 22, 1977), p. 3.

Commenting on the role of young boys in the riots of January 18 and 19, 1977, the writer said that the frustrations of the new generation were enhanced by the wars in which Egypt was involved and the tight economic conditions resulting from the October 1973 War. To these factors are added the absence of any political allegiance, the insignificant effectiveness of the mass communication and cultural media in tackling the problems of youth and the attempts on the part of some political parties to mislead young men.

Concluding his article, the writer enumerated the methods whereby problems of the youth could be overcome, putting special emphasis on the need for convincing young men through an open and objective dialogue and through sowing the seeds of devotion to Egypt deep in their hearts.

Upbringing

135. El-Kafrawi, Hekam, "Fi Masalet Tarbiyat Al-Ajyal", (On the Problem of Educating Generations), "Al-Ahram" newspaper, 103rd year, Issue No. 32929, (February 5, 1977), p. 9.

After reviewing the comments made by professors of psychology and sociology on the public riots taking place on January 19 and 20, 1977, the writer pointed to the family's influence in upbringing children and setting a good example for them and the influence of sports and popular clubs in absorbing the surplus energy of children and young men and providing them with recreational outlets.

The writer went on to say that the present system of education should be changed in favour of a system based on "polytechniques" whereby children would learn a craft with which to face life.

Until the necessary funds have been allocated for transforming the system of education into a system of "polytechniques", the writer suggested, as a temporary alternative, to make practical and laboratory work in preparatory and secondary schools obligatory.

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